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AUTHOR	Spearman, Carolyn; Gaddis, Ruth
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ABSTRACT

The trainer's manual offers a sampling of workshop materials to assist the regular classroom teacher in the process of screening, identification, referral, and assessment of handicapped students. Following an introduction are sections with information, sample handouts, forms, and checklists on the following topics (sample subtopics in parentheses): classroom teacher identification of exceptional children (definitions, factors which inhibit learning, referral characteristics); procedures for referral; nondiscriminatory testing; informal assessment techniques (visual learning, auditory learning, perceptual motor learning, number concepts and abilities, reading and language arts abilities, social and behavioral development, learning styles); formal assessment/frequently used tests in various areas of assessment; and interrelation of educational assessment and educational intervention. Additional sections offer lists of references, resources, materials, and audiovisual media. Sample workshop evaluation forms complete the document. (SB)

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A TRAINER'S MANUAL

IDENTIFICATION, REFERRAL AND ASSESSMENT OF HANDICAPPED STUDENTS

DEVELOPED IN COOPERATION WITH
JEFFERSON COUNTY PUBLIC SCHOOLS
SPECIAL EDUCATION RESOURCE CENTER
AND
ROCKY MOUNTAIN TEACHER CORPS NETWORK
VERL O. CAZIER, EXECUTIVE SECRETARY

CAROLYN SPEARMAN
RUTH GADDIS

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IDENTIFICATION, REFERRAL AND ASSESSMENT OF HANDICAPPED STUDENTS

INTRODUCTION

This trainer's manual represents a sampling of materials compiled to assist the regular classroom teacher in the process of screening, identification, referral and assessment of students with suspected handicapping conditions. The material is by no means an exhaustive supply of the literature in this field. The intent is to provide diversified samples of screening, identification, referral and assessment instruments. The teacher may choose those most suited to his individual purposes, needs and educational style.

Today's education requires classroom teachers to be knowledgeable in the field of screening, identification and referral. Many teachers, by the very nature of their teaching techniques involve themselves in extensive assessment.

The most important ingredient of identification is the CLASSROOM TEACHER. The degree to which a teacher can recognize and interpret symptoms is dependent upon the teacher's educational background, diagnostic information, and observational skills.

It is advisable before referring a student for in-depth evaluation, to complete one or more screening or identification instruments. Some teachers, however, prefer to consult at once with a special education specialist. When one suspects a child's learning is hampered by an educational handicap he has the following options:

1. Complete a checklist of observable behavior concerning the child's behavior. Study the checklist to ascertain how many factors are important. If the checklist reveals many of the items that are applicable, proceed with referral.
2. Conduct an in-depth identification of abilities and modalities utilizing one or more of the instruments suggested in this handbook.

The degree to which a teacher becomes involved in the assessment of the adjudgment of a handicap is significant. Some teachers prefer to note several overt behaviors and refer the student immediately for diagnosis outside of the classroom setting. Other teachers prefer to observe the student over a period of several months while administering a series of informal screening tests or assessment.

The necessary ingredients for identification include:

1. A sensitive observer.
2. Knowledge on the part of the observer of handicapping conditions.
3. Ability to interpret observable behavior.
4. Method of recording observations.

The referral process is contingent upon the regulations of the particular school district or state in which one resides. Referrals are usually made through the building principal to the office of Special Education. Some schools require checklists to be included with official referral forms. Other schools still have verbal, informal methods of referral. The majority of school districts, however, require formal referral forms be completed. Persons making the initial referral for evaluation should follow their district's procedures.

Teachers may be involved in assessment on an informal basis. Included in this manual are many informal checklists and tests which teachers can use in the classroom.

Assessment is an ongoing, educational technique involved in instruction. Teachers are becoming more fully aware of the importance of continual, consistent evaluation and interpretation of assessment results. Assessment provided in criterion referenced materials provides for educational motivation of learning involving the student in an awareness of educational objectives.

Consistent assessment in the regular classroom provides the instructor with the following information:

1. Present levels of performance.
2. Information to be learned by the student.
3. Weaknesses in academic areas.
4. Learning styles, modalities.
5. Information for teacher planning in formulating individual educational programs.
6. Motivational techniques for student learning.

CLASSROOM TEACHER IDENTIFICATION

Identification is closely related with screening. It is sometimes difficult to pinpoint whether identification is part of screening or informal assessment. Some authors infer identification takes place during screening; others imply identification is not established until assessment is completed. For this reason, identification has been given a section of its own. The reader may utilize the materials at any point it is deemed most helpful.

Samples of informal idenfification instruments are provided in this section to cover several areas of manifested learning disabilities, and other handicapping conditions.

Caution should be taken by the classroom teacher in forming an opinion on the basis of one checklist or informal instrument. For an in-depth diagnosis, a full and complete battery should be administered. The batteries should be compared with daily classroom performance, past school records, and teacher observations before a clear profile of identification of the student can be drawn.

The purpose of the learning assessment is to ascertain the proper identification of a student's abilities in order that an individual educational program can be provided. Correlated with these findings through multi-disciplinary collaboration, the results become the educational foundation on which the remediation program is based. The Identification functions as a guide to an instructional plan. It is extremely important that the classroom teacher understands that although the evaluative tools may be subjective, it should be clear that in the conceptual premise, the student, first of all is an individual but secondly, has a handicapping condition.

Identification of handicapped students gained from both objective and subjective viewing, may reveal inconsistencies that are not characteristic of the student's growth and developmental pattern. In order to arrive at an appropriate identification of a student at any given time, it is necessary to reevaluate and reprogram on a continuous basis for as the student's needs change, so must his program.

DEFINITIONS

A collection of terminologies, definitions and glossary of terms is included to aid the teacher in understanding what is observed, assessed and manifested while working with the handicapped child.

This collection of definitions ranges from the simple to the sophisticated covering a multitude of disabilities.

ACADEMIC APTITUDE

The combination of native and acquired abilities that is needed for school work; likelihood of success in mastering academic work, as estimated from measures of the necessary abilities. (Also called scholastic aptitude.)

ACHIEVEMENT AGE

The age for which a given achievement test score is the real or estimated average. (Also called educational age or subject age.) If the achievement age corresponding to a score of 36 on a reading test is 10 years, 7 months (10-7), this means that pupils 10 years, 7 months achieve, on the average, a score of 36 on that test.

AGE NORMS

Numerical values representing typical or average performance for persons of various age groups.

APTITUDE

A combination of abilities and other characteristics, whether native or acquired, known or believed to be indicative of an individual's ability to learn in some particular area. Thus, "musical aptitude" would refer broadly to that combination of physical and mental characteristics, motivational factors, and conceivably other characteristics, which is conducive to acquiring proficiency in the musical field.

ARITHMETIC MEAN

The sum of a set of scores divided by the number of scores. (Commonly called average, mean)

ATTENTION SPAN

The length of time a person can concentrate on a singular activity before losing interest.

AVERAGE

A general term applied to measures of central tendency. The three most widely used averages are the arithmetic mean, the median, and the mode.

BATTERY

A group of several tests standardized on the same population, so that results on the several tests are comparable. Sometimes loosely applied to any group of tests administered together, even though not standardized on the same subjects.

BILINGUAL

Using or able to use two languages.

CEREBRAL DOMINANCE

The control of activities by the brain, with one hemisphere usually considered consistently dominant over the other. In most individuals, the left side of the brain controls language function, and the left side is considered the dominant hemisphere.

CHRONOLOGICAL AGE (C.A.)

Age of a person in terms of years and months.

CLINICAL TEACHING

An approach to teaching that attempts to tailor-make learning experiences for the unique needs of a particular child. Consideration is given to the child's individualistic ways of learning and processing information.

COGNITION

The act or process of knowing; the various thinking skills and processes are considered cognitive skills.

COGNITIVE PROCESS

Mental processes. They involve reasoning, perceiving, memorizing, imagining, abstracting, etc.

CONCEPT

An abstract idea generalized from particular instances. Involves idea of the existence of objects, processes, or relation of objects, i.e., table, well, man, raining, family, etc.

CONCEPTUAL DISORDERS

A disturbance in the thinking process and in cognitive activities, or a disturbance in the ability to formulate concepts.

CORRELATION

Relationship or "going-togetherness" between two scores or measures; tendency of one score to vary concomittantly with the other, as the tendency of students of high IQ to be above average in reading ability.

CRITERION

A standard by which a test may be judged or evaluated; a set of scores, ratings, etc., that a test is designed to predict or to correlate with. (See validity.)

DEVELOPMENT

The process of maturing; gradual unfolding.

DIAGNOSTIC TEST

A test used to locate specific areas of weakness or strength, and to determine the nature of weaknesses or deficiencies; it yields measures of the components or sub-parts of some larger obdy of information or skill. Diagnostic achievement tests are most commonly prepared for the skill subjects -- reading, arithmetic, spelling.

DISTRIBUTION (FREQUENCY DISTRIBUTION)

A tabulation of scores from high to low, or low to high, showing the number of individuals that obtain each score or fall in each score interval.

ELECTROENCEPHOLOGRAPH (EEG)

An instrument for graphically recording and measuring electrical energy generated by the cerebral cortes during brain functioning.

EVALUATION

An appraisal or determination of intelligence, personality, or physical characteristics.

GROUP TEST

A test that may be administered to a number of individuals at the same time by one examiner.

INDIVIDUAL TEST

A test that can be administered to only one person at a time.

INTELLIGENCE

A term used to describe a person's mental capacity; generally related to such things as problem-solving ability, ability to adapt to environment, or memory for learned material.

INTELLIGENCE QUOTIENT (I.Q.)

Ratio between M.A. and C.A.; M.A. divided by C.A. times 100 = I.Q. A number which tells how a person's performance on a standardized test compares with the performance of an average person of his same C.A. Average I.Q. is 100; Average Range = 90-110.

Example: M.A. = 3-0
C.A. = 4-0
I.Q. - 3.4 x 100 = I.Q.

INTERNALIZATION

The process of making symbols, language, memories, images a part of the mind.

MEDIAN

The middle score in a distribution; the 50th percentile; the point that divides the group into two equal parts. Half of the group of scores fall below the median and half above it.

MEMORY

The ability to store and retrieve upon demand previously experienced sensations and perceptions, even when the stimulus that originally evoked them is no longer present. Also referred to as "imagery" and "recall".

MENTAL AGE (M.A.)

An expression of the level of performance obtained on a standardized test, such as the Stanford-Binet, compared with the performance of the average person of a given chronological age. For example: a child with a C.A. of 6-0 who passes all tests at the six-year level would have a M.A. of 6-0, etc.

MODE

The score or value that occurs most frequently in a distribution.

MOTIVATION

A stimulus to action; something (a need or desire) that causes one to act.

NORMS

Statistics that describe the test performance of specified groups, such as pupils of various ages or grades in the standardization group for a test. Norms are often assumed to representative of some larger population, as of pupils in the country as a whole. Norms are descriptive of average, typical, or mediocre performance; they are not to be regarded as standards, or as desirable levels of attainment. Grade, age, and percentile are the most common types of norms.

PERCEPTION

The process of organizing or interpreting the raw data obtained through the senses.

PERCEPTUAL DISORDER

A distrubance in the awareness of objects, relations, or qualities, involving the interpretation of sensory stimulation.

PERCEPTUALLY HANDICAPPED

A term applied to the person who has difficulty in learning because of a distrubance in his perception of sensory stimuli.

POWER TEST

A test intended to measure level of performance rather than speed of response; hence, one in which there is either no time limit or a very generous one.

PRACTICE EFFECT

The influence of previous experience with a test on a later administration of the same test or a similar test; usually, an increase in the score on the second testing, attributed to increased familiarity with the directions, kinds of questions, etc. Practice effect is greater when the interval between testings is small, when the materials in the two tests are very similar, and when the initial test-taking represents a relatively novel experience for the subjects.

PROGNOSIS (PROGNOSTIC) TEST

A test used to predict future success or failure in a specific subject or field.

PROJECTIVE TECHNIQUE (PROJECTIVE METHOD)

A method of personality study in which the subject responds as he chooses to a series of stimuli such as ink-blots, pictures, unfinished sentences, etc. So called because of the assumption that under this free-response condition the subject "projects" into his responses manifestations of personality characteristics and organization that can, by suitable methods, be scored and interpreted to yield a description of his basic personality structure. The Rorschach (ink-blot) Technique and the Murray Thematic Apperception Test are the most commonly used projective methods.

PSYCHOANALYTIC

Personality theory related to Freud.

READABILITY LEVEL

An indication of the difficulty of reading material in terms of the grade level at which it might be expected to be read successfully.

READINESS TEST

A test that measures the extent to which an individual has achieved a degree of maturity or acquired certain skills or information needed for undertaking successfully some new learning activity. Thus a reading readiness test indicates the extent to which a child has reached a developmental stage where he may profilably begin a formal instructional program in reading.

RELIABILITY

The extent to whcih a test is consistent in measuring whatever it does measure; dependability, stability, relative freedom from errors of measurement. Reliability is usually estimated by some form of reliability coefficient or by the standard error of measurement.

SOCIOMETRY

Measurement of the interpersonal relationships prevailing among the members of a group. By means of sociometric devices, e.g., the sociogram, an attempt is made to discover the patterns of choice and rejection among the individuals making up the group -- which ones are chosen most often as friends of leaders ("stars") which are rejected by others ("isolates"), how the group subdivides into clusters or cliques, etc.

STANDARD DEVIATION (S.D.)

A measure of the variability or dispersion of a set of scores. The more the scores cluster around the mean, the smaller the standard deviation.

VALIDITY

The extent to which a test does the job for which it is used. Validity, thus defined, had different connotations for various kinds of tests and, accordingly, different kind of validity evidence are appropriate for them. For example: The validity of an achievement test is the extent to which the content of the test represents a balanced and adequate sampling of the outcomes (Knowledge, skills, etc.) of the course or instructional program it is intended to cover (content, face, or curricular validity).

The following "samples" are offered as ideas and suggestions for possible guidelines in constructing your own assessments in determining techniques for identification with the special child in the regular classroom.

S A M P L E

CLASSROOM TEACHER IDENTIFICATION OF EXCEPTIONAL CHILDREN

Visually Handicapped

1. Does he hold his book too close while reading? Too far away? At an odd angle?
2. Does he avoid work requiring concentrated visual attention?
3. Does he hold his head forward or tilted to one side (more than 15 degrees) when reading or engaged in other visual tasks?
4. Does he move his head or trunk excessively during visual tasks instead of moving his eyes?
5. Does he have uncontrollable rapid jumping of eyes?
6. Does he rub his eyes often when reading or engaged in other visual tasks?
7. Does he use facial contortions when engaged in visual tasks, including squinting?
8. Are his eyes crossed?
9. Does he seem to learn better if he listens to someone talking or reading aloud to him?
10. Does he mispronounce, omit, or substitute sounds or words when he reads?

Speech Handicapped

1. Does he omit, substitute, and/or distort sounds?
2. Does he use "baby talk"?
3. Are his words indistinct?
4. Does he transpose sounds in words?
5. Does he stutter?
6. Does he have a limited vocabulary?
7. Does he have poor language structure?
8. Does he have poor total speech patterns?
9. Is his voice too soft or too loud?
10. Is his voice too high or too low?

Speech Handicapped cont.

11. Is his voice quality too nasal, too gutteral, too breathy?

12. Is his rate of speech too fast, too slow, or too jerky?

13. Does he have obvious special problems such as cerebral palsy, cleft palate, aphasia, hearing loss, or a foreign dialect?

Hearing

1. Does he have trouble paying attention?

2. Does he have to have directions repeated very frequently?

3. Does he have poor articulation when speaking or reading?

4. Does he have trouble following directions?

5. Does he seem to learn better when he uses his eyes or his hands?

6. Does he have to watch your lips very closely as you talk to him?

7. Does he make errors in word placement in a sentence?

8. Does he use incorrect tenses of verbs?

9. Does he omit conjuctions and preposition?

10. Does he use simple words when describing things?

11. Does he have frequent earaches?

12. Does he have difficulty in learning the shades or meaning of words?

13. Does he talk more loudly than others in the classroom?

14. Does he hear low frequency sounds more easily than high sounds?

15. Does he have more trouble with consonants than with vowels?

16. Does he have poor phrasing and rhythm of speech?

17. Is it difficult for him to adjust the volume of his voice?

Physically Handicapped

1. Is he extremely clumsy and awkward?

Physically Handicapped cont.

2. Does he have poor coordination?
3. Does he waddle, limp, and generally have difficulty in walking?
4. Does he walk on the inside of his foot?
5. Does he walk on his toes?
6. Does he wear down the outside of his shoes?
7. Do his feet hurt him?
8. Does he draw his head to the side with his chin pointing in the opposite direction?
9. Does he have noticeable paralysis of the muscles of his shoulders, arms, or hands?
10. Is there any asymetry of his hips or shoulders; particularly is one higher than the other?
11. Is there a limp to the side or an abnormal alignment of trunk?
12. Is he sway-back?
13. Does he have a protruding stomach, mildly rounded back, or a slumping posture?

Other Health Impaired

1. Does he appear to daydream more than normal?
2. Does he appear to be withdrawn and preoccupied with his own activities?
3. Does he complain of headaches or reveal temporary loss of voluntary speech or an auditory disturbance?
4. Is he consistently overly fatigued after physical education or recess?
5. Does he bleed excessively?
6. Does he show signs of excessive hunger, thirst, drowsiness, or urination?
7. Does he have skin rashes, boils, or infections?
8. Does he have a persistent cough or respiration problem?
9. Are his eyelids droopy?
10. Has he experienced rapid loss of weight?
11. Does he often complain of chest or muscle pain?

Other Health Impaired cont.

12. Does he display erratic changes in emotional behavior?

13. Is he restless or irritable?

14. Is there evidence of excessive school absences?

Educable Mentally Handicapped

1. Is he limited academically (2-3 years) as shown by results of achievement tests, psychological tests, and general classroom functioning?

2. Does he have a short attention span?

3. Does he lack transfer of learning to other areas?

4. Does he lack initiative for organization or planning?

5. Does he have limited imagination?

6. Does he have a slow reaction time?

7. Does he possess a narrow range of interests?

8. Is he easily frustrated?

9. Is he delayed in physical maturation?

10. Does he possess a small, highly concrete vocabulary?

11. Does he lack ability to evaluate his own efforts?

12. Does he have a limited sense of humor?

13. Does he lack generalization skills?

14. Does he have poor articulation and immature speech patterns?

15. Does he generally play with children younger than he?

16. Does he act socially and emotionally immature for his age?

17. Does he possess a limited use of concepts?

18. Is he overly sensitive to his surroundings?

19. Is he either overly aggressive or overly passive?

20. Does he seem to learn better if material is presented in short, sequential steps?

21. Does he tire easily?

22. Does he seem to learn better if he uses concrete, manipulative objects?

Educable Mentally Handicapped cont.

23. Does he learn better through the "real-life" experience approach?

24. Is he poorly coordinated both with his gross and fine muscles?

25. Does he seem to profit from much repetition?

26. Is he easily upset by changes in routine?

Learning Disabilities

1. Is he excessively absent from school?

2. Is his general behavior in the classroom inconsistent and/or erratic?

3. Does he have apparent "normal" intelligence as determined by psychological and/or achievement tests?

4. Is his classroom functioning and production commensurate with his apparent ability?

5. Are his emotional reactions inappropriate to the occasion?

6. Does he talk either too much or too little?

7. Is he either too aggressive or too passive?

8. Does he have difficulty in changing from one task to another?

9. Does he lack concentration on a given task?

10. Is his physical development immature for his age?

11. Does he lack coordination in activities involving use of his gross and/or fine muscles?

12. Is he generally awkward and clumsy?

13. Does he have trouble following either written or oral directions?

14. Does he have a short attention span?

15. Is he easily distracted?

16. Does he complete a task infrequently?

17. Does he have trouble getting along with adults and/or his peers?

18. Does he possess identifiable perceptual difficulties, i.e., copying from the board, mirror writing, visual or auditory discrimination, directionality, visual or auditory reversals, etc?

19. Does he show excessive inconsistency in his quality or performance from day to day, hour to hour?

SAMPLE

Learning Disabilities cont.

20. Is he impulsive?

21. Does he perseverate when he talks and/or when he does a task?

22. Is his speech immature for his age?

SAMPLE

FACTORS WHICH INHIBIT LEARNING

Reprinted from:
Studying Children - T. L. Torgerson

PHYSICAL

Negative Background Factor	How It May Be Identified	Possible Results
1. Defective Speech	Observation Listening to Oral Speech	Emotionality Recessive Behavior Reading Disability Low Scholarship
2. Defective Hearing	Observation Watch-ticking Test Audiometric Test Otologist	Daydreaming Defective Speech Reading Disability Recessive Behavior Low Scholarship
3. Impaired Eyesight	Observation Snellen Chart Telebinocular Eye Specialist	Low Scholarship Reading Disability Nervous Tension
4. Physical Handicaps	Observation Nurse or Physician	Maladjustment Fatigue Educational Disability
5. Faulty Motor Coordination	Observation Nurse or Physician	Reading Disability Maladjustment Disability in Sports
6. Frail Constitution	Observation Nurse or Physician	Low Scholarship Fatigue Disability in Sports Limited Nervous Energy
7. Chronic Disease	Nurse of Physician Medical Records	Low Scholarship Fatigue Disability in Sports Limited Nervous Energy
8. Malnutrition	Nurse or Physician	Low Scholarship Nervous Tension Limited Nervous Energy
9. Glandular Malfunctioning	Endocrinologist Basal Metabolism Test	Overweight Underweight Excessive Height Dwarfism

(cont. on next page)

SAMPLE

Negative Background Factor	How It May Be Identified	Possible Results
9. Glandular Malfunctioning cont.		Hyperactivity Apathy, Lethargy Lack of Interest Low Scholarship Nervousness
10. Faulty Eating Habits	Home Visit Parent Conference Pupil Interview	Malnutrition Overweight Underweight
11. Faulty Sleeping Habits	Home Visit Parent Conference Pupil Interview	Fatigue Nervousness Low Scholarship
PSYCHOLOGICAL		
12. Factor Maladjustment Overaggression Submission Frustrations Mental Immaturity Inaptitude	Observation Tests of Adjustment Psychologist Psychiatrist Counselor Intelligence Aptitude Tests	Low Scholarship Disciplinary Problem Unhappiness Failure Truancy Delinquency Reading Disability
EDUCATIONAL		
13. Curriculum Too Difficult	Mental Test Achievement Test Pupil Interview	Failure in School Reading Disability Lack of Interest in School Disciplinary Problem Maladjustment Truancy Delinquency
14. Curriculum Too Easy	Mental Test Achievement Test Observation	Low Scholarship Lack of Interest in School Disciplinary Problem Truancy Daydreaming
15. Unsuitable Curriculum	Aptitude Test Conference Conference	Failure in School Low Scholarship Lack of Interest in School
16. Non-promotion or Demotion	School Record	Lack of Interest in School Maladjustment Truancy Delinquency
17. Unsuitable Teaching Methods	Mental Test Achievement Test Pupil Interview	Low Scholarship Failure in School Lack of Interest in School

SAMPLE

Negative Background Factor	How It May Be Identified	Possible Results
18. Unsuitable Instructional Material	Mental Test Achievement Test Pupil Interview Supervisor	Failure in School Low Scholarship Lack of Interest in School
19. Unwholesome Motivation	Pupil Interview Supervisor	Mental Conflicts Unwholesome Teacher-Pupil Relations Low Scholarship Disciplinary Problem Lack of Interest in School
20. Inadequate Recognition	Pupil Interview Parent Conference	Overaggression Show Off Disciplinary Problem Lack of Interest in School
21. Failure to Experience Success	Pupil Interview Parent Conference	Mental Conflict Maladjustment Overaggression Submission Disciplinary Problem
22. Reading Disability	Oral Reading Test Silent Reading Test Observation	Failure in School Low Scholarship Lack of Interest in School Overaggression Inferiority Maladjustment
23. Inferior Study Habits	Observation Study Check List	Failure in School Low Scholarship Lack of Interest in School
24. Unwholesome Teacher-Pupil Relationship: Teacher: Is Autocratic Is Severe Is Sarcastic Ridicules Shows Partiality Has Annoying Habits Fails to Individualize	Supervisor Pupil Interview Autobiography	Low Scholarship Dislike for School Dislike for Teacher Disciplinary Problem Emotional Tension Lack of Interest Truancy
25. Unwholesome Pupil-School Relationship Inflexible Standards Inadequate Extra-Curricular Program Administration Autocratic or Severe	Supervisory Ratings Pupil Interview Autobiography	Low Scholarship Dislike for School Disciplinary Problem Emotional Tension Overaggression Submission Truancy

SAMPLE

Negative Background Factor	How It May Be Identified	Possible Results
ENVIRONMENTAL		
26. Unwholesome Family Relationship Parents: Scold Ridicule Compare Unfavorably Reject Punish Severely Neglect Disagree on Training Are Overindulgent Are Oversolicitous	Home Visit Parent Conference Pupil Interview Autobiography	Maladjustment Submission Overaggression Delinquency Emotional Immaturity
27. No Home Duties	Home Visit Parent Conference Pupil Interview	Irresponsibility Emotional Immaturity Uncooperativeness Social Immaturity Ineffective Study Habits Lack of Interest in School
28. Broken Home	Home Visit Parent Conference Pupil Interview	Maladjustment Overaggression Submission Daydreaming
29. Undesirable Community Influences: Undesirable Neighborhood Undesirable Companions Unsupervised Play	Community Survey Pupil Interview	Low Scholarship Overaggression Truancy Delinquency

SAMPLE

REFERRAL CHARACTERISTICS

Specific Learning Disabilities/Disorders

One or more of the following may be observed:

Behavior

Frequently disrupts the classroom, demands attention to an inappropriate degree, often speaks out of turn, and is unable to inhibit responses;

Frequently disregards or fails to understand the feelings of others;

Frequently is inattentive, is very distractible, has short attention span, rarely listen, may be a daydreamer;

Often is disorganized in his books, materials, personal appearance;

Is confused in his relationship to the physical environment and gets lost in a familiar setting such as the school, playground and neighborgood;

Shows low tolerance for change, may overreact, may laugh or cry inappropriately;

Has difficulty getting along with his peers in work and/or play situations and has few friends;

Lacks self-sufficiency, seldom initiates activities, and has limited acceptance of his age role, compensates by acting foolish, making fun of others, has low self concept;

Frequently fails to complete assignments;

Is unable to follow simple oral instructions;

Is unable to follow and understand class discussions, appears to be inattentive, mind wanders;

Has Difficulty remembering what he hears;

Has difficulty understanding the meaning of time, fails to comprehend the requirement of completing assignments within a given time;

Tends to be perceived negatively by teachers and peers alike especialy as chronological age increases.

Physical

General coordination poor, awkwardness evident in skipping, climbing, running, walking, jumping, hopping, etc.

Often has difficulty with tasks involving balance, maintains equilibrium by touching tables, chairs or desks when moving about the room, falls or stumbles frequently.

REFFERAL CHARACTERISTICS
(Continued)

Has difficulty with fine motor coordination tasks;

Is unable to differentiate between right and left, exhibits directional confusion, exhibits mirror-writing, reversals, inversions, and rotations of letters and/or numerals;

Is lethargic and tires quickly, while overwhelmingly vigorous at times.

Developmental Speech and Language

Fails to grasp simple word meanings.

Comprehends words in isolation but fails to comprehend in connected speech; Is echolalic ..(persistent and meaninglass repetition of another's words). Nonsensical;

Frequently uses incomplete sentences, and has numerous grammatical errors, as evidenced by poor use of pronouns, verb tenses

Is unable to relate a story or an experience in the proper sequence;

May have adequate information, but is unable to organize and express his ideas, gropes for words, relates minor or irrelevant details, and is generally at a loss in expressing himself;

Experiences difficulty with judgment of size, weight, and distance;

Inword recall, scans for the word he has in mind, recognizes it when he hears it, but cannot retrieve it;

Sometimes utters an equivalent word, but is aware that it is not the correct response, such as "bunny" for "rabbit";

Intellectual Ability and Academic Achievement

Current intellectual and achievement function level is usually within the normal range; however, discrepancies exist between verbal and performance scores, with wide scatters of scores on subtests;

Scores indicate inconsistency and great variability between expectancy and performance;

Display several behaviors (social, emotional, physical, language, conceptualization, etc.) which are typical of children having normal intelligence, and yet has difficulty in one or more of the academic areas;

Discrepancies between intellectual achievement potential and achievement level.

Perceptual-motor impairment (auditory, visual, haptic).

General orientation defects (space, time body image).

SAMPLE

REFERRAL CHARACTERISTICS
(Continued)

Disorders of memory and thinking.

Disorders of speech and language.

Specific learning disabilities in reading, arithmetic, writing, spelling and/or content subjects.

Hyperactivity.

Emotional lability.

Disorders of attention (e.g. short attention span, distractability).

Impulsivity.

Equivocal neurological signs and EEG irregularities.

Developmental disparity in processes related to education.
 Auditory processes.
 Visual processes.
 Haptic processes.

Characteristics include:

Language--Child scores in the lowest quartile for his age group on measures of expressive/receptive/inner language (as determined by standardized tests and/or classroom performance), developmental language scales.

Reading--Child scores in the lowest quartile for his age goup as measured on reading readiness or pre-reading instrument (P-K). Scores in the lowest quartile for his age group on achievement instruments and/or classroom performance (1-12).

Math--Child scores in the lowest quartile for his age group in pre-math skills as measured on an approgriate instrument (Pre-school - K). Child scores in the lowest quartile for his age group as measured on achievement instruments and/or classroom performance (1-12).

Perceptual-motor behavior--Child scores in the lowest quartile for his age group as measured on perceptual-motor inventories and/or classroom performance (Pre-school - 3).

Spelling--Child scores in the lowest quartile for his age group as measured on standardized tests and/or classroom performance (1-12).

SAMPLE

AN EXCEPTIONAL LETTER TO TEACHERS

DEAR ______________________________

You have inherited Joey with his perceptual handicap. Because I have worked with him, frustratingly at times, I thought that you would be interested in how I see him and attempt to help him.

He is a boy who is essentially normal, that is, his hearing is normal, his vision is normal and his intelligence is well within the normal range. Yet he does not learn well, and what he learns is labored and often soon forgotten. But Joey is "normal".

He like other children with this problem has visual, auditory and motor difficulties; (i.e.)

Visual Discrimination:	Telling the diffenence between squares and rectangles, between "p" "b" "d" "g" "p" "g" "b".
Visual Memory:	Forgetting what he has seen.
Auditory Discrimination:	Put, pat, putt, pet, pot, pit, all may sound alike.
Auditory Memory:	"Huh?", "what?" is a favorite expression as he forgets a series of things to do after you have told him to (1) stand up, (2) sharpen your pencil, then (3) sit down.
Poor Eye-hand Coordination:	Trouble copying from the board to his paper. The hand has difficulty copying what his normal eye sees.
Poor Spatial Orientation:	What is the difference between left, right, up, down, over, under, next to, on top of, inside, outside?
Poor Figure Ground	Not seeing letters in words, words in sentences, not seeing one arithmetic example on a page of several; he cannot see the trees from the forest.
Perseveration:	The inability to shift easily from one activity to another, from recess to classroom, from spelling to arithmetic. He may write a word incorrectly, erase it and immediately write the same incorrect word again.
Hyperactivity:	We all know this so well, inability to focus on learning, much squirming, looking around, hitting, etc.

SAMPLE

Disinhibition: The "I couldn't care less" attitude which prompts "naughty" actions such as walking around the classroom, walking out of class or on the other end, day dreaming, that is, blocking out reality.

To you and me it matters very little that the student you have has been classified by Sam Clement as "minimal brain dysfunction" or by Will Cruickshank as "brain injured and hyperactive child," or that Beth Slingerland describes it as "specific language disability," or Newell Kephart "perceptual-motor handicap" or that most parents use the term "dyslexia". What is important is that you have to live and work with this boy six hours a day, five days a week, knowing that in his present learning state he has every guarantee of being a 16 year old drop out.

Now, assuming that he is not in a self-contained classroom with a maximum of eight childrne, or that he does not have access to a resource room with a specially trained teacher, then you are faced with his educational salvation. Let me tell you what others are doing.

First it is almost universally agreed that the teacher, like yourself, must be an experienced person, with a special interest in perceptually handicapped children who has the acceptance and empathy necessary for dealing with these children. I am not speaking about the specially trained teacher, but the regular classroom teacher. She needs a sense of humor, the ability to adapt to new ideas and above all the recognition that each lesson her handicapped child learns must be taught at the lowest level of achievement.

For example: if daylight and other children are distracting him, then he must be placed in a quiet, non-distracting part of the room. Ideally, a study carrell could be made by the Industrial Arts Teacher. If he fails his ten spelling words a week, but can master three, then this is his lowest level of achievement. If his reading is a problem, because he can't remember the diffenence between "p" & "b" although it has been taught to him 200 times because he can't remember which stick has the balloon up or down then "reading" begins at the level of having him "feel" a wooden "p" & "b", first to his face, then behind his back until he can feel, see in his imagination and finally say the difference between them.

SAMPLE

One of the most often asked questions of teachers and parents is "How do we get kids to listen?" Listening is a skill that can be taught in both isolated and integrated steps.

1. Concentration:	Attention, getting the child to listen, with a "I'm going to tell you something now that will help you. A) get better marks B) get a job like daddy has C) Find a missing piece of a puzzle."
2. Discriminate:	Sort out sounds or facts, talking over a Dixie cup phone, walkie talkie, Simon-Says Game.
3. Integrate:	Understanding: Do cars grow? Is a boy a man? Open the Door. Find page 75 in your reader.
4. Associate:	Respond meaningfully My name is. . . In summer I. . . Birds fly but fish . . . Which word is out of place ice cream, cake, pencil, candy John, Joe, Mary, Bill
5. Memory:	What did you have for breakfast? Who remembers the answer to the last arithmetic problem? When the car crashes, the people are
6. Sequencing:	Recalling in correct sequence what you have heard before. What number comes right after 3? Right before 8? What letter is just before Z? We all went to the country for a picnic last Sunday.
7. Monitoring:	Scanning for other sounds.

But with a class of 30 or 40 children isn't the above impossible? In reality, it could be and may be. But if there is any way to structure help for this young child I know that you will do it and that is why I have spent the time listing suggestions that might just be practical in an otherwise impossible situation.

John F. Murphy
Senior Supervisor
Perceptually Handicapped Children
The Commonwealth of Massachusetts
Department of Education

Permission was granted to the Colorado Division of Special Education to reprint this article for distribution.

SAMPLE

STATE OF COLORADO
DEPARTMENT OF EDUCATION
SPECIAL EDUCATION SERVICES

Check List of Symptoms for Children with Perceptual or Psychomotor Problems

In order to help parents and teachers make objective and intelligent appraisals of children who seem to have behavioral difficulties due to perceptual or psycho-motor problems, as well as to give suggestions to parents and teachers for dealing with such problems, the following check list of symptoms, loosely arranged, has been devised. This is not a foolproof tool for the reason that high level diagnostic competency, as well as methods of dealing with these problems, have not yet been perfected. However the factors included in this check list do provide help for teachers and parents who must prepare accurate descriptions of deviant behavior for referring children for professional diagnosis. It is also intended to help parents and teachers to understand the theoretical premises of the ultimate objective of developing "inner controls" in these children.

PART I
BEHAVIORAL DESCRIPTION - GENERAL SYMPTOMS

Symptom	Manifestation	Suggested Procedures
1. HYPERACTIVITY	This child shows restlessness, inability to sit still or to stand without wiggling or squirming.	With these children it is not possible for them to control this restlessness. Therefore, personnel involved in training these children must provide strenuous physical activities to expend restlessness, but care must be taken to protect these children from excess emotional stimuli.
2. HYPERKINESIS	He shows involuntary muscle movement; he cannot control muscular over activity.	Only patient and persistent reminders, accompanied by warmth and loving acceptance of the child as he is, can contribute to his control of hyperkinesis.
3. INCOORDINATION	He has awkward, jerky movements, poor balance, difficulty with grasping, manipulation, small muscle coordination and clumsiness.	Training of large muscles for these problems is the initial step. Large objects for manipulation, such as large crayons, pencils, brushes etc., can be used at this stage. Bicycle tires laid in alternate positions so that the child must use first his right and then his left foot to step inside the tires or chalk squares on the floor, the

		the sidewalk ar any other flat surface which will require the same foot manipulation as any good exercise. Circles or squares can be drawn on large 18x36 inch sheets of paper in which the child does the walking with his finger, is a variation of this type exercise.
4. CRIPPLING OF EXTREMITIES	He shows limping, limb favoritism, arm or leg weakness, withering of limbs.	This type of problem is not ofte encountered in the type of child described in this paper. Howeve should it occur the best thing for the parent to do would be to contact the physician or the therapist for directions in dealing with these problems.
5. CONVULSIONS	These may be short (petit mal) or prolonged (grand mal) severe muscular spasms, sometimes unconsciousness occurs.	It is the obligation of the parent to let the school and the teacher know if such conditions exist to their knowledge. In such a case parents should infor through contact with the family doctor what to do in such a case. If the child is on medication, and this medication must be taken throughout the day, it is the duty of the parent to let the school know of the situation, so that the school and the home can work together to be sure the received the medication as prescribed by the doctor. It is the duty of the teacher to ask the school nurse about the general procedure in caring for a child who has seizures.
6. TALKATIVENESS	He is guilty of consistent chattering and irrelevant conversation.	Talkativeness is a rather common behavior pattern for the perceptually damaged child. This may be an attention getting device, in view of the fact that he lacks social acceptance. Also to hear his own voice bolsters his ego-concept. Possibly it may be an extension of the babbling period in which the child is merely doing his vocal exercises. Naturally, in view of our goal of developing inner controls for these children, we must, at times curb excessive talkativeness. However, if the situation persist it is often well to allow these

		children to gain some catharsis through talkativeness in order to reduce the tension which builds up within them from the exciting environment in which they live.
7. FLIGHTINESS	Lack of steadiness is found in these children	Such things as hyperactivity, distractibility, disinhibition, erraticism, etc., will be explained in Part II. One must keep in mind that when a child is subject to the foregoing behavior patterns, it is next to impossible to show stability of any kind, be it emotional or physical. Here, patience, understanding, warmth and acceptance of the child as he is, along with patient reminders given in a positive fashion, will help to develop stability and steadiness.
8. EXPLOSIVE	Sudden, loud and uncontrollable laughter is frequently seen.	Sudden, uncontrollable laughter emitted by the child is not uncommon. This, too, relates to the above comments on the child's lack of inner controls and should be dealt with in the same fashion.
9. ANNOYING TEASING	The disturbing of others to gain attention to himself frequently occurs.	Usually this type of behavior is an attention-getting mechanism. These children feel so inadequate in the areas where normal children show proficiency that in order to get attention, (even if it is negative attention, with which they learn to be satisfied) they find it easy to do so by annoying, teasing, poking and pushing other children. The goal of developing inner controls and social acceptability is still valid at this juncture and is dealt with in much the same fashion as has been described above.
10. BLANKNESS	Black-out spells of a few seconds duration are not uncommon with the child who has psychomotor disturbances.	If the teacher and the parent understand that this is a pattern to be expected, and are alert to the symptoms or "aura" which precede the spells or seizures, they will understand that if

the child asks to have a question repeated, misses part of directions which are being given to him reacts verbally or behaviorally in a bizarre fashion, the will understand why the child behaves this way. Patient repetition of directions or questions will orient the child to what he missed during the period of the seizure.

PART II
EMOTIONAL ACTIVITY

Symptom	Manifestation	Suggested Procedures
1. IMPULSIVITY	Often he reacts without thinking and demands immediate attention.	In this situation the child with perceptual problems over-stimuli without thinking. He demands immediate attention to his needs without giving thought to "taking turns" or being polite. Personnel dealing with these children must use: A. Patience and persistent reminders that 1. He is only one of many. 2. He must stop to think before he acts. B. Use the positive rather than the negative approach.
2. EXCESSIVE REACTION	He responds too quickly and too much to stimuli.	It is impossible for these children to temper their reaction to stimuli, therefore, use: A. Positive approach of warmth B. Accept the child as he is C. Set limits of behavior D. Besure the child understands what the limits are. E. Consistently maintain them
3. ANXIETY	He is overly worried, upset by failures, clinging.	Recurring reinforcement of failures is detrimental to the emotional and academic growth of this child. A. Provide a structured environment B. Provide a routine environment C. Success experiences D. Design tasks within his ability E. Provide guidance only when necessary to avoid failure.

		SAMPLE
4. INSECURITY	He is in constant need of attention and encouragement.	"Success breeds success" A. Constantly remind him he is doing well B. Prod and encourage when necessary C. Insist upon accuracy and completion of tasks D. Always give recognition and praise when deserved
5. EXCITABILITY	This is another type of over-response to stimuli or extreme over-reaction to normal situations	Monitor the child's environment so that there is: A. Minimal amount os stimuli B. Low noise level C. Low movement level about him D. Gradually introduce more stimuli to condition him to normal situations E. Remember--this takes a long time to accomplish
6. RAGE REACTION	Sudden explosive anger with apparently little provacation	The catastrophic reaction resembles a temper tantrum A. Failures produce frustrations B. Frustrations build up pressure C. Catastrophic reactions result D. Treat with understanding, not with severe discipline E. Provide a "quiet place", a chair or corner F. Give hin a chance to "get hold of himself" G. Impress him with the fact that this is not a disciplinary measure H. Encourage him to use the "quiet place" voluntarily
7. DAY DREAMING	He withdraws from reality and problem situations.	This child cannot cope with the conglomeration of thought processes, goal-directed physical and mental demands made of him. A. He withdraws to provide self-protection B. To aviod failure, he doesn't try things C. Simplify his tasks by giving one at a time, in proper sequence, to be done that way D. Compound directions and tasks very gradually

IRRITABILITY	He is touchy, cross and out of sorts.	Over-response to external stimuli drains an excess of nervous energy from this child. A. Noises seem louder B. Movements more rapid and numerous C. Lights seem brighter D. Reduce external stimuli in his environment E. Find ways to conserve his nervous energy and you will conserve yours.

PART III LEARNING AND LANGUAGE

Symptom	Manifestation	Suggested Procedures
1. DISTRACTIBILITY	To those children, all items have equal value and they cannot concentrate on any one thing.	It is difficult for this child to determine to which stimulus to react. A. Reduce auditory and visual stimuli B. Teach others to understand and be considerate of the situation C. Keep TV, radio, record players, etc., to a minimal decibel level D. Avoid exciting, noisy, running games E. Avoid organized games
2. SHORT ATTENTION SPAN	The child cannot work at anything for very long and often he does not finish tasks ahead of him	The factors of distractibility, hyperactivity, erraticism, disinhibition, etc., make this child lose sight of his goals. A. Minimize distractions B. Design goals to match his ability C. Patiently remind and prod him D. Avoid putting him in a position in which he has to over-try to accomplish E. Be on guard to offer help and encouragement to avoid failure

SAMPLE

3. CONFUSION	This child misses the total concept (Gestalt); he often cannot figure out what is going on.	This relates to the psychological behavior factors mentioned in Part II. A. Simplify complex ideas or instructions into parts B. Use proper sequence for all intermediate steps C. Make concrete representations of abstract concepts D. Leave nothing to incidental or vicarious learning E. The child can't generalize; leave nothing to chance
4. RETENTION	This child's ability to retain information is poor, even for short items or bits of information.	Excess stimuli make it difficult for this child to retain information. A. Do not give a long series of instructions or items B. Give one at a time in proper sequence C. Get the child emotionally involved in learning situation at hand D. Present concepts in many and varied situations
5. PERSEVERATION	This is a tendency to repeat an activity or phrase after the meaning and the purpose have ceased.	This is also called mental rigidity or the inability to change from activity to activity. A. Involve the child emotionally in the learning task B. Avoid rote learning practices to avoid rigidity C. Present practice sessions in various forms D. Avoid drills as such E. If the child is perseverating, initiate strong auditory or visual stimuli to break it up.
6. PERCEPTION--Visual	The child cannot see a whole or Gestalt against a distracting background.	Visual perception usually has nothing to do with visual acuity. To perceive is to see what is actually there as others see it. A. Regular published materials may be modified B. Eliminate distracting background material by using masking cards C. Be sure the item to be concentrated upon stands out D. Preferential seating E. Extensive practice in imagery

SAMPLE

7.	PERCEPTION--Auditory	He cannot distinguish isolated sounds against background noises.	The same principles applying in visual perception apply in auditory perception. A. Keep background noises low B. Be sure you have the child's undivided attention before starting instruction C. Ask him to repeat instructio to be sure he understands D. If correction is necessary, have him repeat the entire concept, including correctio E. Preferential seating F. Extensive practice in auditory imagery
8.	SPEECH	Stuttering, substitution of gestures and signs for speech, hesitant and slow speech.	Generally, the child suffering moderate and diffused perceptual damage does not show severe speech problems. If he does, faulty hearing is suspected. A. Have a complete hearing evaluation B. Create an atmosphere of relaxation so that he will not feel that he has to rush to say what he wishes C. Accept his methods of communication without criticism (these may be gestures, signs, etc.) D. If speech is slow, this is a sign he is attempting self-controls E. Listen patiently and silently giving him a chance to expres himself. F. Do not urge him to hurry, put words in his mouth, "slow down", "take your time" G. In other words, don't call attention to his defect
9.	PENMANSHIP	With these children, writing is poor because of defective muscular coordination. It is cramped because of psychological and physical restrictions and is irregular because he himself perceives the world about him in an inconsistent manner.	Beginning writing should start with cursive, not manuscript. A. This avoids mental rigidity or perseveration by requiring him to learn two alphabets B. The knowledge that a letter can appear in two forms helps this child to generalis C. Use 18 x 36 inch paper, ruled with colored lines D. Top and bottom lines are same color, one inch apart E. Middle line at ½ inch mark of different color

		SAMPLE
		F. Movements away from the body are naturally easier, therefore, it takes much patience to teach movements toward the body G. Give directions consistentl[illegible] for every letter taught H. Teach "hump" letters first: m, n, y, z I. Teach loop letters next: e, i J. Teach most difficult letters last: a, o, d, c, g, the "up" and "retrace back" movements are difficult K. The child will want to write his name first. The order and sequence of introducing letters depends upon the child and his needs
10. ARITHMETIC	Difficulties with number concepts, number retention and abstract figures are common with these children.	As in other academic activity, a long readiness period is mandatory for this child. A. Involve him emotionally in the learning situation B. Keep environment uncomplicated by other activities C. Present the same concept in many and varied settings D. Begin all new concepts with concrete manipulative materials E. Break concepts into simple, progressive steps F. When steps have been learned, be sure to reassemble them into the whole Gestalt G. Practice and review the Gestalt to insure retention H. Use all five senses I. Allow the use of "crutches" J. Recognize accomplishments at all times
11. COLORING	Usually the child cannot stay within lines due to the fact that he is unable to distinguish them from backround material.	The child has difficulty in fine motor tasks because of poor visual-motor control, poor ability to distinguish background and foreground, or faulty visual perception. A. Practice large muscle movemen[illegible] first

TASK ANALYSIS CHART

BY
EVALYN BAILEY

The Task Analysis Chart may be utilized by the individual student to help in the process of identification of specific learning abilities and disabilities. It enables the teacher and student to look at specific areas of difficulty enountered in daily academic work. The student may keep a "Task Analysis Chart" in a notebook or on a small pad.

The example given here includes some of the areas to be noted when analyzing academic work. Not all of the areas are applicable to any one subject. When making the chart attention should be given to the type of tasks required in the particular subject to be analyzed.

After deciding on the factors to be included for analyzation and making the chart, the student should be instructed concerning daily utilization. Each paper completed in the particular subject to be scrutinized should be studied for correct and incorrect responses. A mark after each type of error should be made. (Example: notes 𝍸 5 errors of a particular type were found.)

After a week to ten days of analyzation of tasks the student should prioritize the tasks to be remediatied. If remediation of errors is not possible circumvention of errors should be taught via the most highly developed learning modality.

SAMPLE

TYPE OF ERROR	TESTS						DAILY WORK						
MEMORY FAILED													
UNABLE TO FIND ANSWER													
UNABLE TO COMPUTE													
ANSWER NOT EVER KNOWN													
SPELLING ERROR													
MECHANICAL ERROR													
DID NOT ATTEMPT													
DID NOT UNDERSTAND QUESTION													
CARELESSNESS													
READING ERROR													
OTHER													
DATE													
SUBJECT													

RESOURCES AND REFERENCES

FOR

CHARACTERISTICS AND ASSESSMENT IN THE IDENTIFICATION OF THE HANDICAPPED STUDENT

OBJECTIVES

To provide educators with an understanding of the characteristics of the mildly and moderately handicapped child in our classrooms; to understand our respective roles as teachers, administrators, and specialized personnel in identifying; assessing; prescribing; and providing for handicapped children in our classrooms.

Formal and informal assessment of the mildly handicapped in our classrooms relating educational assessments with educational interventions.

ELEMENTARY

A. Films:

- "Walk in Another Pair of Shoes"
- "Early Recognition of Learning Disabilities"
- "Information Processing"
- "Children with Learning Disabilities" Slide-Tape Program

B. Transparencies

- "Ten Most Frequently Cited Characteristics"

C. Commercial Check Lists

- Inventory of Language Abilities Minskoff, Wiseman, Minskoff
- Denver Screening Test
- K.A.T.S.

D. Informal Assessment

- Staff Developed Presentation

E. Adult Assessment

- Auditory Listening Activities Pre-primer (Joyce Kohfeldt)

SECONDARY

A. Films:

- "If a Boy Can't Learn"
- "Adolescent with Learning Disabilities"
- "Information Processing"

B. Transparencies

- "Ten Most Frequently Cited Characteristics"

C. Commercial Check Lists

- Individual Learning Disabilities: Classrooms
- M. Giles - Screening Instrument

D. Informal Assessment

- Staff Developed Presentation

E. Adult Assessment

- Auditory Listening Activities Pre-primer (Joyce Kohfeldt)

Characteristics and Assessment - continued

ELEMENTARY

F. Formal

- Acheivement tests in use at school
- PIAT
- ITPA
- Motor Tests

G. Behavioral assessment

Burkes Behavioral Rating Scale

Behavioral Rating Scale by D.U.

Self-Esteem Inventory

Pupil Rating Scale - Myklebust

Behavioral Rating Scale

Devereux

H. Professional Materials

Improving the Reading Program
Publ. - Schubert and Torgerson

Prescriptions for Children with Learning and Adjustment Problems
Publ. - Blanco, Thomas

Classroom Personalities
Publ. - Economics Press, Inc.
12 Daniel Rd., Fairfield, NJ 07006

Strategies for Teaching Exceptional Children
Publ. - Love Publishing Co.
Denver, CO 80222

Help! These Kids are Driving Me Crazy
Publ. - Research Press
Box 3177-1, Chamaign, IL 61820

SECONDARY

F. Formal Assessment

- PIAT
- Detroit
- Berry
- Memory for Designs
- Wepman
- Achievement Tests in use at school

G. Gehavioral Assessment

Burkes Behavioral Rating Scale

Target Behavior from Select Education

Self-Esteem Inventory

H. Professional Materials

Survival Manual
Publ. - Weiss and Weiss

Educators Guide to Psychological
Publ. - Tarczan

I. Secondary Follow-Up Kits

Classroom Personalities
Publ. - Economics Press, Inc.
12 Daniel Rd., Fairfield, NJ 07006

Strategies for Teaching Exceptional Children
Publ. - Love Publishing Co.
Denver, CO 80222

(Characteristics and Assessment - Continued)

ELEMENTARY

H. Professional Materials (cont.)

How to Use Contingency Contracting in the Classroom
Publ. - Research Press
Box 3177-1, Champaign, IL 61820

Diagnosing Classroom Learning Environments
Publ. - Science Research Associates, Inc.
259 E. Erie, Chicago, IL 60611

Problem Solving to Improve Classroom Learning
Publ. - Science Research Associates, Inc.
259 E. Erie, Chicago, IL 60611

Teacher Self-Appraisal a Way of Looking Over Your Own Shoulder
Publ. - Charles A. Jones Publishing Co.
Worthington, OH

The Development & Evaluation of Behavioral Objectives
Publ. - Charles A. Jones Publishing Co.
Worthington, OH

Values Clarification
Publ. - Hart Publishing Co.
719 Broadway, New York, NY 10003

Families
Publ. - Research Press Co.
Box 3177, C.F.S., Champaign, IL 61820

Reality Therapy
Publ. - Harper and Row
10 E. 53rd St., NY 10022

Schools Without Failure
Publ. - Harper and Row
10 E. 53rd St., NY 10022

I. Q.S.R. Kit

J. Love Kit

SECONDARY

I. Follow-up Kits (cont.)

Diagnosis & Correction of Reading Difficulties in Secondary School Students
Publ. - Center for Applied Research in Education, Inc.
521 Fifth Ave., New York 1001

Help! These Kids are Driving Me Crazy
Publ. - Research Press
Box 3177-1, Champaign, IL 6182

How to Use Contingency Contracti in the Classroom
Publ. - Research Press
Box 3811-1, Champaign, IL 61820

Helping the Adolescent with the Hidden Handicap
Publ. - Academic Therapy Publications
1539 Fourth St., San Rafael, CA 94911

The Educator's Enigma: The Adolescent with Learning Disabilities
Publ. - Academic Therapy Publications
1539 Fourth St., San Rafael, CA 94911

Diagnosing Classroom Learning Environments
Publ. - Science Research Ass.
259 E. Erie, Chicago, IL 60611

Problem Solving to Improve Classroom Learning
Publ. - Science Research Ass.
259 E. Erie, Chicago, IL 60611

Teacher Self-Appraisal A Way of Looking Over Your Own Shoulder
Publ. - Charles A Jones Pub. Co.
Worthington, OH

The Development & Evaluation of Behvioral Objectives
Publ. - Charles A. Jones Pub. Co.
Worthington, OH

(Characteristics and Assessment - Continued)

ELEMENTARY

SECONDARY

I. Follow-up Kits (cont.)

Values Clarification
Publ. - Hart Publishing Co.
719 Broadway, New York, NY 10003

Families
Publ. - Research Press Co.
Box 3177, C.F.S., Champaign, IL 61820

Between Parent and Teenager
Publ. - Harper and Row
10 E. 53rd St., NY 10022

Reality Therapy
Publ. - Harper and Row
10 E. 53rd St., NY 10022

Schools Without Failure
Publ. - Harper and Row
10 E. 53rd St., NY 10022

NOTE

Further information on the above resources can be obtained from the:

Special Education Resource Center
Jefferson County Public Schools
809 Quail Street
Lakewood, Colorado 80215

For additional references, review the separate sections of this manual "REFERENCES, RESOURCES, AND MATERIALS" and "AUDIO-VISUAL MEDIA".

REFERRALS FOR SERVICES

Initial referrals to special education departments should include as much information as the referring person is able to supply.

A checklist of behavior should accompany the formal referral if possible. A selection of screening and identification checklists may be found in the Identification section of this handbook.

Some teachers prefer anecotadal reports rather than checklists. The Anecotadal Report may include any and all information observed in the classroom, in informal and formal testing situations and on the playground.

If a teacher makes a verbal referral a record of the conversation should be kept with all pertinent data attached. Mini-staffing sheets may be utilized for this purpose.

Referrals may be made by:

- Classroom Teachers
- Parents
- Community Agency Personnel
- School Administrators
- Support Educational Staff Members
- Students themselves (in exceptional cases of high school students who suspect they have Learning Disabilities that interfere with learning)

Most schools have their own referral forms. The referral forms included in this section are only examples of types of forms that may be utilized.

Formal referral for placement in a special education program is completed AFTER evaluation and staffing is completed. This referral is made at the time of the FULL SPECIAL EDUCATION STAFFING. Present at the staffing should be: referring person, principal, Director of Special Education, all persons involved in evaluation and assessment, any agency persons working with the student, parents, all class room teachers working with the student and the special education teacher(s) who may receive the student. An individual educational plan should accompany the child at the time of placement. This plan is usually worked out at the time of staffing if possible.

SAMPLE

PROCEDURES FOR REFERRAL

REFERRAL OF STUDENT:

All children under the jurisdiction of an administrative unit may be referred for appropriate assessment in either a special education program or a service; the referred students must be provided with appropriate assessments.

REFERRAL:

Any person, association, agency (public or private), or school (public or private) may refer an eligible child for assessment. All children, ages 5-18, are eligible for referral. All referred students usually need a referral for services form completed.

PARENT NOTIFICATION:

For students enrolled in a program if the referral is initiated by someone other than the parent, the principal (or designee) will notify the parent of the referral in person or by telephone.

THE REFERRAL PROCESS INDICATES THAT:

Names of students who have generated concerns originate in three sources: parent, outside agency, and school. Parent-originated names are submitted on the referral for services form, or are sent directly to the In-School Screening. Outside-Agency-originated names are submitted on the referral for services form, or are sent directly to the In-School Screening. School-originiated names are submitted to the Preliminary Screening Committee via a Request to the Preliminary Screening Committee form. The forms are obtained from the principal. A referral form may be usually obtained from the principal is not a referral form. The student is not referred until the Referral for Services form is completed. The person obtaining the form gives it to the Pupil Services Team member before the Preliminary Screening.

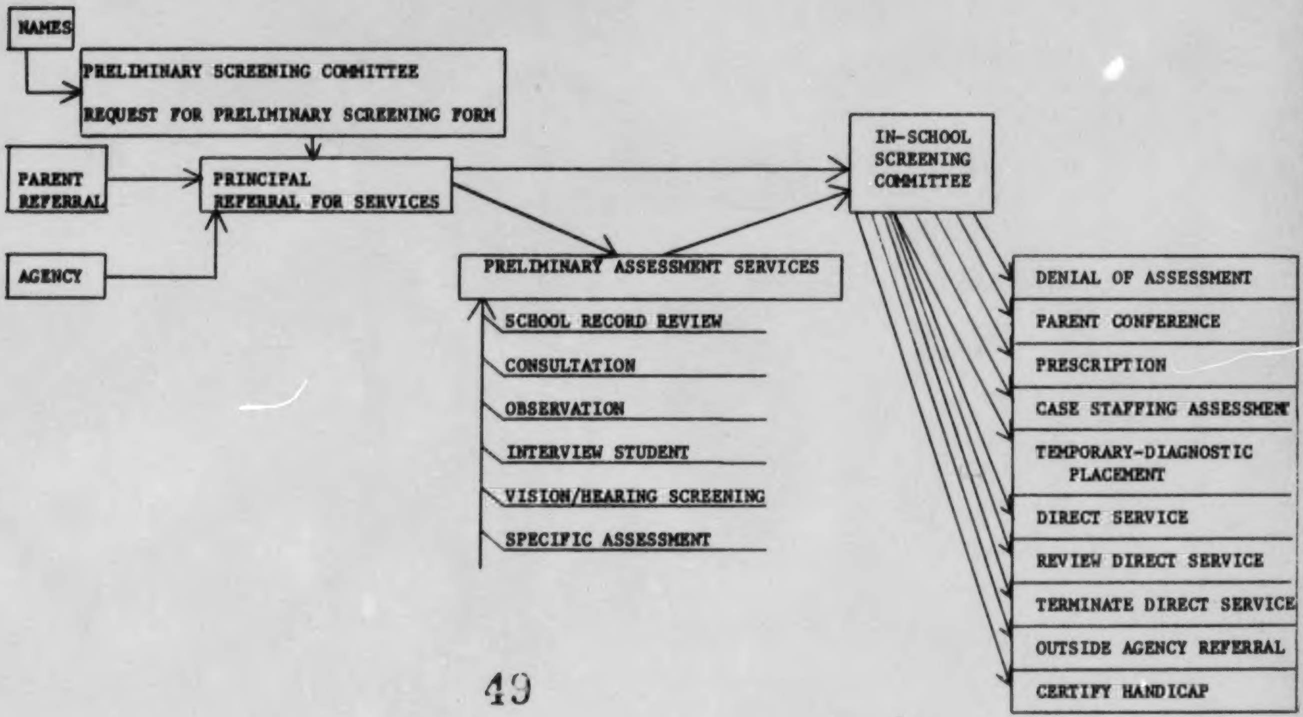
Usually, the Preliminary Screening Committee is a group composed of the principal, a counselor, if appropriate, the referring regular education classroom teacher, the teacher-consultant, if appropriate, and a PPS Team member. This committee determines actions needed, if further action is warranted, an official referral is originated by completing the Referral for Services form. A referral for services form is submitted to the In-School Screening Committee. If further action is not warranted, the Pupil Personnel Services Team member tells the referring person of the preliminary screening committee's decision.

It is important to gather student information from -- the cumulative record, teacher observations, observations of the child in the school setting and reports and consulting with the parent or teacher. Some school districts refer the student ot a nurse, psychologist, speech correctionist, social worker, or teacher-consultant for a Preliminary Assessment, an action defined as a school record review, consultation with the school staff involved with the referred student, or observation and discussion with the student in the classroom or other school settings. This may require holding a single interview with the student, or vision and hearing screening, or specific assessment procedures. This action requires a face-to-face conference with the parent and completion of the Permission for Assessment form.

Parents must be notified of the conclusion of the preliminary assessment and the procedures available for resolution of differences. The staff person will inform the parent of its results.

SAMPLE

FLOWCHART: IDENTIFICATION TO REFERRAL TO IN-SCHOOL SCREENING


NAMES
PRELIMINARY SCREENING COMMITTEE
REQUEST FOR PRELIMINARY SCREENING FORM
PARENT REFERRAL
PRINCIPAL
REFERRAL FOR SERVICES
AGENCY
IN-SCHOOL SCREENING COMMITTEE
PRELIMINARY ASSESSMENT SERVICES
SCHOOL RECORD REVIEW
CONSULTATION
OBSERVATION
INTERVIEW STUDENT
VISION/HEARING SCREENING
SPECIFIC ASSESSMENT
DENIAL OF ASSESSMENT
PARENT CONFERENCE
PRESCRIPTION
CASE STAFFING ASSESSMENT
TEMPORARY-DIAGNOSTIC PLACEMENT
DIRECT SERVICE
REVIEW DIRECT SERVICE
TERMINATE DIRECT SERVICE
OUTSIDE AGENCY REFERRAL
CERTIFY HANDICAP

SAMPLE

REFERRAL FOR SERVICES

Date:____________________

Student's Name:________________________________ School______________

Address:______________________________________ Phone______________

Birthdate:_____________________________________ Grade______________

Other Schools Attended:____

Specify Prior Special Programs or Services:

Is the student bi-lingual or bi-cultural?

Discuss the student's problems, including medical problems:

Referred by:__________________________

Title_______________________________

(School Use Only)

Student No.__________________ Present School______________________________

Add information pertaining to any or all of the following: physical or health problems, current academic functioning levels, attendance, days absent this year, speech/language problems, strengths and weaknesses, personal and social information, and interventions taken.

--

____

Name

____

Title

SAMPLE

REQUEST FOR PRELIMINARY SCREENING

Student's Name:________________________ Date__________

Person Requesting:________________________ School__________

Reason for Requesting a Preliminary Screening:________________________

____

____

Interventions Tried:________________________________

____

____

____

____

____

____

Decision:

__________ Referral for Services

__________ Non-referral

Preliminary Screening Committee

Principal or Designee	Teacher Consultant
Counselor	PPS Team Member
Referring regular education teacher	Other

Adapted from Olatha Project, Olatha, Kansas SAMPLE

Observation - Consultation

Teacher____________________ Date Recd.__________

STUDENT REFERRAL FORM

Student____________________ Date of Birth__________________ Age________

Sex__________ Grade__________ Student Address____________________________

Student Phone________________ Parents/Guardian____________________________

School______________________________ District______________________

School Address____

What do you see as the child's basic problem?____________________________

____

____

REASON FOR REFERRAL:

________ Limited Ability

________ Gifted

________ Behavior difficulties

________ Learning difficulties

________ Physical handicap

________ Underachiever

________ Language Difficulties

________ Cultural Background

________ Impaired hearing

________ Impaired vision

________ Impaired speech

________ Perceptual difficulties

________ Other:________________

PUPIL CHARACTERISTICS:

Part 1

Quality of Work in Relation
to his Ability

__________ Excellent

__________ Good

__________ Fair

__________ Poor

Readiness for Work

_____ Always brings necessary supplies

_____ Usually brings supplies

_____ Seldom comes to class with supplies

_____ Never comes to class with supplies

SAMPLE

Work Habits

____ Works independently
____ Needs supervision
____ Needs encouragement from teacher
____ Follows directions
____ Does not follow directions

Completion of Work

____ Usually completes work
____ Usually completes work, but not on time
____ Seldom completes work
____ Work carelessly done

Part II

Self-Concept

____ Good
____ Poor

School Interests

____ High
____ Mild
____ Bored
____ Other

Motivation

____ High
____ Moderate
____ Hardly any motivation
____ Nonachiever

Promptness

____ Always prompt
____ Usually prompt
____ Frequently late
____ Always late

School Attendance

____ Usually present
____ Frequently absent
____ Often absent because of illness
____ Truant
____ Changes schools frequently

Current Special Seating

____ Front of room
____ Back of room
____ Other:________

Personality

____ Warm
____ Friendly
____ Neutral
____ Not very friendly
____ Hostile

Peer Acceptance

____ Always
____ Usually
____ Partially
____ Has few friends

Maturity-Growth Development

____ Very mature
____ Very immature
____ Average for grade level
____ Tall for age
____ Overweight

Participation in Discussion

____ Always
____ Frequently
____ Occasionally
____ Seldom

Discipline/Behavior

____ Good
____ Very talkative
____ Aggressive
____ Needs close supervision
____ Mischievous
____ Cheats
____ Often out-of-seat

Family

____ Parents will cooperate
____ Lives with one parent
____ Lives with both parents
____ Lives with guardian
____ Other:____________________

SAMPLE

Part III (Check Area of Difficulty)

Reading Difficulties

_____ Phonics
_____ Comprehension
_____ Work attack skills
_____ Rate of reading
_____ Nonreader

Arithmetic Difficulties

_____ Memory of facts
_____ Mechanics
_____ Understanding of concepts
_____ Story problems

Distractability

_____ Excessive motor activity
_____ Short attention span
_____ Lack of concentration or persistence
_____ Inability to delay or control impulses or desires
_____ Fails to listen

Perceptual Disorders

Deficiencies or difficulties in recognizing (perceiving) by:

_____ Seeing
_____ Hearing
_____ Touching
_____ Moving

Difficulty in duplicating the following in certain skills or games:

_____ Drawings
_____ Letters
_____ Written words
_____ Speech sounds
_____ Body movements

Emotional Stability

_____ Excessive anger
_____ Aggressive
_____ Destructive
_____ Excessive anxiety
_____ Shyness
_____ Fear
_____ Conformity
_____ Depression

Behavior which is:

_____ bizarre
_____ highly unrealistic
_____ delusional

Academic Performance

Estimated Reading Grade Placement_____________________________

Estimated Arithmetic Grade Placement_____________________________

Describe Writing Ability_____________________________

____

Describe Language Ability_____________________________

____

SAMPLE

Part IV

Special Interest Area	Screening Results
_____ Physical Education	Visual_________ Date_______________
_____ Art	Hearing_________ Date_______________
_____ Music	

Retention

Has child been retained?_______________

As what grade level? (Circle) K 1 2 3 4 5 6

Allergies:____

Medication:____

Specialists Servicing Child

(Previously)	(Currently)	
__________	__________	Remedial Reading Teacher
__________	__________	Counselor
__________	__________	Social Worker
__________	__________	Speech Clinician
__________	__________	Itinerant Teacher (Blind-Hard of Hearing-Physical Therapy)
__________	__________	Nurse
__________	__________	Teacher Aide
__________	__________	Psychologist
__________	__________	Audiologist
__________	__________	Educational Specialist __________
		EH Lab Teacher______________
		Other_________________

Other Current Assessment or Information already on file.

Test	Date Administered	Summary of Results

SAMPLE

ADDITIONAL INFORMATION

Name of Achievement Test________________________ Date Adm.:______________

Grade Equivalents or Summary:

____

____

____

____

____

____

Name of I.Q. Test________________ Date Adm.________________ I.Q.__________

Signed Parental Form should accompany completed referral.

If this referral is accepted for service, the classroom teacher agrees to cooperate in planning and implementing a prescriptive classroom program for the child with the consulting teacher.

Inservice Education Program
Special Education

Date______________________

____

Person compiling info.____

SAMPLE

Referral Form

Student's Name ______________________ Date of Birth ____________ Grade __________

School ______________ Person Making Referral ____________________ Date __________

Check the appropriate box indicating the frequency the behavior occurs. Add any other information that might be pertinent.

	Never	Sometimes	Frequently
1. General Behavior and Social Adjustment Dislikes school.			
Has a low self-concept.			
Has a short attention span.			
a) When listening to teacher or class discussion.			
b) When participating in group activities.			
c) When reading.			
d) When writing or doing paperwoek.			
e) When doing arts and crafts.			
f) Other ______________________________.			
Easily distracted by movements of those around him.			
Seems shy, withdrawn, talks less than others.			
Seems brighter than tests show him to be.			
Quality of his work is lower than tests indicate it should be.			
Perseverates -- that is, he does or says the same thing over and over and can't seem to stop, like even tapping his pencil or drawing circles, etc.			
Poor perception of time and space (getting lost easily or not able to keep up with time).			
Surprises the teacher by being able to do things not expected such as working elaborate puzzles, fixing things, remembering details from stories (heard or read) or doing unusually nice art work. What area? ______________________________			
Behavior terribly erratic from hour to hour or day to day.			

	SAMPLE		
	M	S	T
Hard for him to shift from one activity to another.			
Does not get along with peers, can't make friends, is picked on.			
A bully or unusually aggressive or destructive.			
Explodes easily or for no apparent reason.			
Cries easily or for no apparent reason.			
Demands an unusual amount of attention and help from teacher or peers.			
Hyperactive (restless, can't sit still, wiggles, walks around the room, etc.).			
Seems to daydream a great deal.			
Fails to get his assignments finished on time.			
Rushes through his papers filling in responses without even reading the questions.			
Avoids performing academically.			
2. Auditory Skills			
Seems not to listen.			
Seems not to understand what you say.			
Difficulty following verbal directions and forgets series of directions.			
Distracted by background noise.			
Difficulty learning rote memory tasks (alphabet, phone number, songs).			
Difficulty learning the sounds of letters or learning sound blending in phonics.			
3. Visual Skills			
Reverses letters and/or numbers when writing (ex. d for b, n for u, b for p, 6 for 9).			
Avoids work requiring much writing or procrastinates when given written assignments.			
Gets confused when confronted with a crowded paper even though most other children in the class are not distracted by things on the page.			
Difficulty remembering what he has read.			
Difficulty remembering new sight words.			
Difficulty copying from the board.			

Physical vision problems or wears glasses (Check his file in the office if you don't know.)

Vision complaints (blurring, rubbing eyes, seeing spots, words running together, uncontrollable rapid jumping of eyes)

Holds book too close when reading.

Head tilted at an unusual angle when reading.

Facial contortions including squinting of eyes during visual tasks.

Moves head or body excessively during visual activities instead of eyes.

4. Fine-Motor Skills and Writing

Poor handwriting (Circle: manuscript, cursive, both)

Artwork or drawing of poor quality.

Switches back and forth from writing or doing various activities with either right or left hand.

Can give correct answers orally but not written.

Writing is labored and especially slow.

Improper pencil grasp (clutched in fist, held too lightly or presses so hard as to break lead and tear paper).

Difficulty with coordination in other activities like tying shoes.

5. Gross-Motor Skills

Awkward or clumsy (bumps into things frequently).

Confuses leftand right and generally has difficulty with directionality and orientation.

Poor in sports activities. (Ask the P.E. teacher.)

Appears awkward when walking, skipping, running, hopping.

6. Language Skills and Disorders of Speech and Hearing

Sequences sounds or syllables incorrectly such as "animal" or "mazagine".

Physical hearing problems (ear infections, nerve loss) (Check his file in the office if you don't know.)

Does not know meanings of words appropriate for his age level.

Uses short, one word responses.

S A M P

	N	S	F
Uses words incorrectly.			
Especially slow in responding orally.			
Difficulty in expressing ideas orally.			
Difficulty in expressing ideas in writing.			
Tells stories incoherently (language doesn't make sense even for peers).			
Can express ideas orally but not on paper.			
7. **Spelling** Difficulty sequencing letters.			
Lacks sound-letter or sound-syllable association.			
Seems to know how to spell the words and then forgets them quickly.			
Difficulty with written spelling.			
Difficulty with oral spelling.			
8. **Reading** Oral Reading Difficulties:			
a) Insufficient sight vocabulary			
b) Substitutes another word or parts of words			
c) Makes wild guesses			
d) Doesn't try at all			
e) Reverses letters			
f) Reverses words			
g) Reverses phrases			
h) Poor expression			
i) Poor comprehension			
j) Loses his place on the page			
k) Fails to use context and other meaning clues			
l) Poor word attack skills			
m) Classroom oral reading level:________________			

SAMPLE

	N	S	F
Silent Reading Difficulties:			
a) Dislikes reading			
b) Easily distracted			
c) Squints			
d) Poor comprehension			
e) Holds book too close			
f) Classroom silent reading level: ____________			
9. Arithmetic Unable to reason with numbers.			
Inverts numbers (6 for 9) or reverses numbers (17 for 71)			
Weak at recalling basic number facts:			
a) Addition			
b) Subtraction			
c) Multiplication			
d) Division			
Poor concept of number value (that is, thinks that 37 is smaller than 25).			
Difficulty keeping columns of figures straight in arithmetic.			
Difficulty in math skills:			
a) Addition			
b) Subtraction			
c) Multiplication			
d) Division			
e) Grouping			
f) Place value			
g) Story problems			
h) Math level: ____________			
10. Conceptual Cannot tell time (although most of his peers can)			
Lacks orientation to time of day and time of the week.			

SAMPLE

Pertinent background: (Ex. brother in Special Ed., child lives with grandmother, etc.)

List any academic strenghts this child displays:

How does he respond to reprimands?

What kinds of rewards or incentives work to motivate him?

List three positive behaviors this child displays:

1.

2.

3.

Other:

How do you respond to these behaviors?

1.

2.

3.

List three inappropriate behaviors, if any, that he displays:

1.

2.

3.

Other:

How do you respond th these behaviors?

1.

2.

3.

NON-DISCRIMINATORY TESTING

Student's Rights to Appropriate Assessment

Students will be assessed properly in either their primary language or with non-verbal techniques: the intensity of the assessment will be determined by the nature and severity of the suspected handicap.

The instruments selected to assess the student will fit the student; that is, the instruments will be capable of measuring the action demonstrated by the student and the feelings suspected in the student. Also, the instruments will reflect the needs and experiences of the student, and will avoid cultural bias. For students whose primary language is not English, special education program recommendations will not be made from criteria which assumed a command of English.

Personnel evaluating students for any program or service must be fully-certified or endorsed or otherwise approved by a State Department of Education.

INFORMAL ASSESSMENT TECHNIQUES

Informal Assessment can help teachers diagnose identified learning needs, and then prescribe appropriate learning activities in order to meet them.

Determining how a child learns and how best to remediate the child's problems is not an easy task. It becomes impossible if an examiner administering a standardized test within a certain limit must deal with

-- the student who refuses to play the testing game.
-- the student who is terrified of strangers.
-- the student who has subtle speech, language or muscular problems.
-- the student who is experiencing emotional problems.
-- the student who cannot or will not sit still more than a few minutes.

Consequently, classroom teachers frequently confront a common dilemma: supervisors and parents expect individualized instructional programs based on records that seldom provide significant information from which to determine individually appropriate objectives. Traditionally, the teacher may receive little more than the nonspecific results of standardized tests. Thus, in order to obtain the information necessary to determine appropriate objectives, the teacher must conduct some type of informal assessment that meets the student's specific learning needs--this may be the assessment tool that teachers' construct for themselves!

It is also important to note in regard to psychometric evaluation, that in recent years, the trend is to combine more formal teacher observation and evaluation in assessment. Concurrently, contemporary authors have stressed the need for a closer alignment between instructional goals and assessment procedures. It is interesting to note the various movements within education that have precipitated these changes.

1. A decreased emphasis on the labeling and categorizing of exceptional children (Reynolds & Balow, 1972).
2. The need to hold teachers accountable for specifying instructional objectives and measuring pupil progress toward those objectives, as mandated by the Education for all Handicapped Children Act (P.L. 94-142).
3. The trend twoard stating instructional objectives in precise, measurable terms--a trend that has lent itself to the use of criterion-referenced measures (Drew, Freston, & Logan, 1972).
4. An emphasis on assessing and serving the severely handicapped, regardless of the severity of the handicap or the availability of appropriate assessment instruments (Haring, 1975).
5. Dissatisfaction with pupil evaluations done without regard for critical environmental variables within the academic setting (Adelman, 1971).
6. A growing trend among special educators to assess environmental variables which precede and follow pupil performance (Lovitt, 1967).

Informal Assessment Techniques

The most important consideration in programming to meet the educational needs of the individual child is that of designing appropriate assessment procedures through which to accurately measure individual learner progress. Only then can the task of identification, evaluation, and referral take place.

Enclosed in this section of the manual are some recommendations, alternatives, and suggested ideas for informal assessment techniques to be utilized by the regular classroom teacher.

The National Educational Association Task Force on Testing offers these ideas for informal assessment:

1. Anecdotal Records - Recording the behaviors of individual students reveals more about a student than do test results. A teacher can develop a composite picture of a student by observing and recording behavior such as interaction with others, motivational patterns, and independent work habits.

2. Oral Presentations by Students - Students' oral presentations have long been accepted as one way to evaluate student progress. Subject matter teachers can assess both depth of knowledge and personal capabilities using this mode of performance. In assigning oral presentations to students, teachers must state clearly beforehand what is expected of the students and what are the criteria for a good performance. The structure offers the opportunity for self and peer evaluation, particularly when oral presentations are recorded.

3. Contracts with Students - A contract or agreement between student and instructor specifies tasks that both parties must complete within a given period of time. An instructor carefully poses problems with varying degrees of difficulty, and students, with teacher guidance, select both the problems they will work on and the amount of time they will spend on them. Ability to perform the tasks is measured by promptness and accuracy in completing the contract items. Requiring students to work alone, as contracts generally do, adds to an instructor's understanding of a student's academic and personal development.

4. Student Self- and Peer Evaluation - Students can be involved in evaluating their own work. The ability to assess one's performance is useful in ways that transcend school learning. Students can become more insightful about themselves and their approach to work.

   Self- and peer assessment is complex, particularly when more than simple student products are being judged. When expressing subjective judgments, students tent to underrate rather than overrate their own abilities and achievements. Because of this, some background and skill on the part of teachers is required in dealing with sensitive affective areas and development of self-concepts.

5. Parent-Teacher Conferences - The purposes of most parent-teacher conferences are for the parties to exchange information about a student that will help to guide him or her in productive channels and to find ways in which he or she can secure satisfaction and growth. These conferences are valuable when there is thoughtful preparation and when they are used as a supplement to written evaluations.

6. Objectives-References (Criterion-Referenced) Tests - The potential advantage of these tests over standardized tests is that students are judged on their mastery of objectives rather than on their standing in relation to others. In this way, they serve some diagnostic purposes. If the original intention of criterion-referenced tests is not distorted, they have great potential as an alternative to standardized tests.

7. Teacher-Made Tests - Good examples of objectives-referenced tests are those constructed by teachers for their own use. These can closely reflect the content and emphasis of classroom subject matter, and teachers can use the results in making decisions that are as diverse as the pace of instruction; prescriptive assignments; reporting to or conferring with parents; and promoting or retaining a student. This broad range of decisions requires that teachers be familiar with methods of constructing classroom tests which will measure both factual knowledge and higher levels of thinking.

8. School Letter Grades - Conventional grading systems of A, B, C, D, or E or equivalent designations (percentages/averages) are, for the most part, understandable to parents and acceptable to students. Giving grades can be particularly valuable when teachers use descriptions to expand and to clarify the meaning of the grades. Even such limited descriptors as excellent, satisfactory, and needs improvement may be more useful to parents and students than the standardized test statistic of "10 standard score points above the mean."

The following "handouts" are offered as ideas and suggestions for possible guidelines in which you might want to construct your own informal assessment to meet individual instructional programs for the special child in the regular classroom.

SAMPLE

INFORMAL ASSESSMENT EVALUATION

Name of Child____________________ Date____________________

Age____ Address____________________ Telephone Number____________________

Grade____________________ Teacher's Name____________________

1. Preferred Hand____________________

2. Coordination—talking__________ running__________ jumping__________

   hopping__________ skipping__________

3. Fatigue____________________

4. Distractibility____________________

5. Speech____________________

6. Understands Directions____________________

7. Does he hear, but not comprehend? Describe____________________

   ____

8. Can he sort:
   1. Colors? ____________________
   2. Shapes? ____________________
   3. Pictures of items? ____________________

9. Can he draw a:

   Vertical Line?____________________

   Horizontal Line?____________________

   Circle?____________________

   Cross?____________________

   Square?____________________

   Triangle?____________________

   Verticle line with circle to the left?____________________

   Verticle line with circle to the right?____________________

10. Does he know right and left?____________________

    ____

11. Puzzle:

Can he put it together?____________________

Can he tell what the picture is?____________________

Does he use content?____________________

12. Peg Board Design: Can he do a:

Simple design____________________

Complicated design____________________

Does he do the task in an:

Organized manner?__________ Random?__________

Can he stop?__________ Are all holes filled?__________

____

13. Coloring:

Does he stay within the lines?____________________

Are the colors appropriate?____________________

Quality coloring____________________

14. Writing:

Are letters clearly made?____________________

Reversals____________________

Can he copy letters and words?____________________

Cursive________ Manuscript________ Mixture________

15. Language:

Ask names of: Mother________ Father________ Brother________ Sister________

Age________ Address________ Tel. No.________ Pet________

How does he express himself?____________________

How does he see the world?____________________

Can he tell a story about something he has seen or done?____________________

Recognition of the following pictures:

bed ______

cat ______

sun ______

circle ______

square ______

wagon ______

boat ______

tree ______

dog ______

house ______

airplane ______

balloon ______

table ______

chair ______

truck ______

triangle ______

16. Reading: Can he identify:

1. Name ______ Sound ______

2. Which words from the flash cards or a basic vocabulary list for his grade level can he read? ______

3. Story sequence in pictures:

   Can he arrange in correct order? ______

   Can he tell a story? ______

4. Show picture. Ask him to tell a story about it ______

   Can he tell the story of the three bears, or any other story? ______

5. How does he read appropriate material? ______

6. Can he rhyme words? ______

7. Can he hear if words are the same or different? ______

   (Say words behind child)

   cat ______ dog ______ (very difficult to check on directions)

   bit ______ bad ______ (ending sound)

   pin ______ pan ______ (vowel sound)

   dug ______ bug ______ (beginning sound)

17. Arithmetic: 1. Can he count blocks?______________________________

2. How far can he count?___________________________________

3. Ask for 3, 4, etc.______________________________________

4. Does he have number concept?______________________________

5. Number story problems:

You have 3 crayons. If I give you three more, how many will you have?______________________________

If I give you a white one, a pink one, and a gold one, how many will you have?___________________________

18. General Comments:

Recognition of the following pictures:

bed __________	dog __________
cat __________	house __________
sun __________	airplane __________
circle __________	balloon __________
square __________	table __________
wagon __________	chair __________
boat __________	truck __________
tree __________	triangle __________

16. Reading: Can he identify:

1. Name __________ Sound __________

2. Which words from the flash cards or a basic vocabulary list for his grade level can he read? __________

3. Story sequence in pictures:

Can he arrange in correct order? __________

Can he tell a story? __________

4. Show picture. Ask him to tell a story about it __________

Can he tell the story of the three bears, or any other story? __________

5. How does he read appropriate material? __________

6. Can he rhyme words? __________

7. Can he hear if words are the same or different? __________

(Say words behind child)

cat _____ dog _____ (very difficult to check on directions)

bit _____ bad _____ (ending sound)

pin _____ pan _____ (vowel sound)

dug _____ bug _____ (beginning sound)

17. Arithmetic: 1. Can he count blocks?____________________

2. How far can he count?____________________

3. Ask for 3, 4, etc.____________________

4. Does he have number concept?____________________

5. Number story problems:

You have 3 crayons. If I give you three more, how many will you have?____________________

If I give you a white one, a pink one, and a gold one, how many will you have?____________________

18. General Comments:

SAMPLE

PERCEPTION

I. Gross Motor

A. Identification of body parts
identify body parts on demand.

	HAS COMPETENCE	HAS LIMITED COMPETENCE	HAS NO COMPETENCE	COMMENTS
1. Head				
2. Body				
3. Arm				
4. Leg				
5. Hand				
6. Foot				
7. Ear				
8. Eyes				
9. Nose				
10. Mouth				

B. Basic Movement Patterns:

	HAS COMPETENCE	HAS LIMITED COMPETENCE	HAS NO COMPETENCE	COMMENTS
1. Roll one's body in a controlled manner.				
2. Sit in a normal position without support or constant reminding.				
3. Crawl on hands and knees in a smooth and coordinate manner.				
4. Walk erect with attention to proper fluid coordination and posture.				
5. Maintain balance while:				
a. rolling				
b. sitting				
c. walking a balance beam				

PERCEPTION

	HAS COMPETENCE	HAS LIMITED COMPETENCE	HAS NO COMPETENCE	COMMENTS
6. Run in a coordinate manner.				
7. Jump simple obstacles without falling.				
8. Hop on either foot without falling.				
9. Skip rhythmically.				
10. Maintain balance while running, jumping, hopping and/or skipping.				
11. Move arms and legs independently without overflow.				
12. Move right hemisphere extremities without overflow.				
13. Move left hemisphere extremities without overflow.				
14. Move arms and legs contralaterally without overflow.				
15. Roll a ball.				
16. Throw a ball underhand.				
17. Throw a ball overhand.				
18. Bounce a ball.				
19. Catch a ball.				
20. Balance objects while moving.				
21. Draw large circles with favored hand in clockwise and counterclockwise motion.				

PERCEPTION

	HAS COMPETENCE	HAS LIMITED COMPETENCE	HAS NO COMPETENCE	SAMPLE COMMENTS
22. Draw large double circles in clockwise and counterclockwise motion.				
23. Draw horizontal line with favored hand.				
24. Draw vertical line with favored hand.				
25. Draw vertical lines with both hands.				
26. Draw diagonal line with favored hand.				
II. Fine Motor				
A. Finger manipulation: manipulate variety of materials.				
B. Finger dexterity:				
1. Hold and pick up various objects with correct grasp.				
2. Hold scissors and cut on a straight line.				
3. Scribble with pens, pencils, crayons, magic markers.				
C. Visual-motor integration:				
1. Copy vertical lines.				
2. Copy horizontal lines.				
3. Copy circles.				
4. Copy vertical and horizontal lines that are crossed.				

PERCEPTION

	HAS COMPETENCE	HAS LIMITED COMPETENCE	HAS NO COMPETENCE	COMMENTS
5. Copy Diagonal.				
6. Copy squares.				
7. Copy triangles.				
8. Copy diamonds.				
9. Reproduce written letters.				
III. Visual Discrimination				
A. Follow and track objects and symbols with coordinated eye movements.				
B. Match things by:				
1. Color				
2. Shape				
3. Size				
C. Perceive accurate visual figure-ground relationship.				
D. Synthesize and integrate segmented visual stimuli into a meaningful whole.				
E. Produce accurate visual closure in the absence of complete visual information.				
IV. Auditory Discrimination				
A. Distinguish and identify sounds.				
B. Locate source of sounds.				

SAMP

PERCEPTION

	HAS COMPETENCE	HAS LIMITED COMPETENCE	HAS NO COMPETENCE	COMMENTS
C. Follow source of sounds.				
D. Distinguish the volume of sounds.				
E. Musical instruments to like instruments.				
F. Rythyms to like rythyms.				
G. Distinguish pitch of sounds.				
H. Distinguish and reproduce sound patterns. (instruments or voice)				
I. Imitate and reproduce speech sounds.				
J. Develop accurate auditory figure-ground stability.				
K. Synthesize and integrate segmented auditory stimuli into a meaningful whole.				
L. Produce accurate auditory closure in the absence of complete auditory information.				
V. Tactile Discrimination				
A. Discriminate tactile and kinesthetic stimuli on the following basis:				
1. Shape				
2. Texture				
3. Thickness				
4. Configuration				

PERCEPTION

	HAS COMPETENCE	HAS LIMITED COMPETENCE	HAS NO COMPETENCE	COMMENTS
B. Discriminate accurate tactile figure-ground relationship.				
C. Synthesize and integrate segmented tactile stimuli into a meaningful whole.				
D. Produce accurate tactile closure in the absence of complete tactile information.				
E. Blind students will distinguish directional variables according to concept evaluation scale.				
VI. Visual Memory				
A. Recall and reproduce sequential patterns of various:				
1. Colors				
2. Shapes				
3. Sized objects				
4. Letters				
5. Numbers				
VII. Auditory Memory				
A. Retain and recall general auditory information.				
B. Recall and reproduce sequential patterns of various:				
1. Musical notes				

PERCEPTION

SAMPLE

	HAS COMPETENCE	HAS LIMITED COMPETENCE	HAS NO COMPETENCE	COMMENTS
2. Musical instruments				
3. Volumes				
4. Pitch levels				
5. Speech sounds				
6. Words				
7. Phrases				
8. Sentences				
VIII. Letter Recognition				
IX. Finger Spelling				

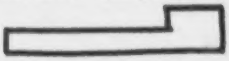
INFORMAL ASSESSMENT OF VISUAL LEARNING

Learning involves the ability to use simultaneously (integration) many perceptual capabilities. The perceptual capabilities most used in the learning situation are visual, auditory, and motor functioning. Therefore, in order to conduct accurate assessment and evaluation to meet each child's educational needs, we must know how the learner receives, processes, and uses information through his senses.

VISUAL LEARNING

Learning involves the student's ability to receive information accurately through his senses. When information is presented visually, the child must first be able to recognize and complete a visual pattern (closure). Visual patterns may be pictures or symbols such as letters. The child may use the shape, size, or area covered by the visual pattern and match it to another visual pattern with similar characteristics.

Example: c - a - t for o - a - t

In the above example, the general shape of the visual pattern is the same --  .

If the student cannot go on beyond this point, many disabilities in reading and writing will occur, limiting both fluency and comprehension.

The next step in reading development is the ability to label the completed visual pattern (instant recognition). To develop instant recognition, the student needs to work with visual patterns which require him to relate the parts to the whole pattern or to relate internal and external details to the total pattern (figure-ground process). This type of activity will accomplish two things:

- Develop further the ability to pick out equal area patterns in c - a - t and o - a - t.
- Develop ability to pick out similar, yet different patterns appearing in the same area such as b for d or e for o.

Visual Learning

To determine how well the child pays attention to internal and external details, it is necessary to observe his behavior. If he consistently attends to, and consistently responds correctly to the inside of words or pictures, he is attending to internal detail. With external detail, the opposite is true. If the student responds consistently well to the outsides of words or pictures, he is attending to external detail. When the child gives balanced attention to both internal and external detail, he has mastered the instant recognition or labelling stage of reading development. This, in turn, increases the fluency and comprehension.

The third level of development involves the ability to form a "mental picture" of a visual pattern and to retain these mental pictures in the order they are shown. This is called visual memory or revisualization.

If the child has had no experience with the visual pattern shown, then he cannot recall it, label it, or understand its meaning. When reading new words, he must be able to attach a mental image to given sounds. If he cannot do this, then fluency and comprehension are affected.

Before instant recognition of visual patterns can occur, the student must be able to do three things:

- Distinguish one form from another.
- View the form in relation to other forms around it.
- Form a mental image so that meaning and comparison can occur.

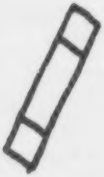
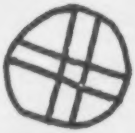
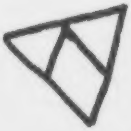
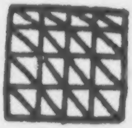
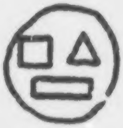
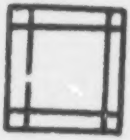
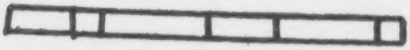
INFORMAL DIAGNOSTIC TESTS
FOR
VISUAL PERCEPTION

To determine where the disturbance in the learning process is occurring, it is necessary to use diagnostic tests, either formal or informal. The following examples are informal tests.

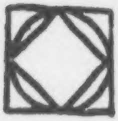
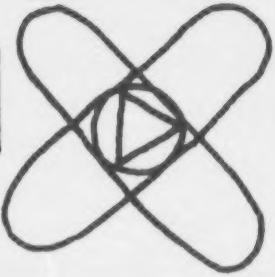
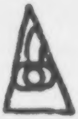
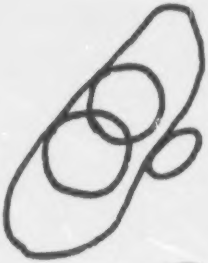
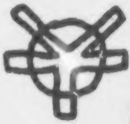
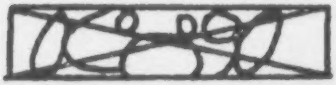
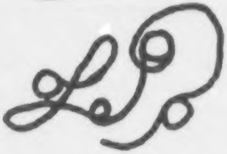
Test 1 - The Visual Figure-Ground test checks the child's ability to pick the correct shape from among many confusing shapes.

SAMPLE

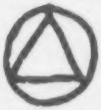
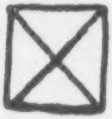
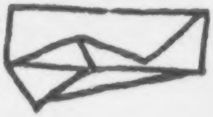
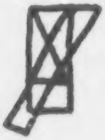
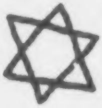
FIND ALL OF THE SQUARES AND COLOR THEM WITH YOUR FAVORITE COLOR.

FIND ALL OF THE CIRCLES AND COLOR THEM WITH YOUR FAVORITE COLOR.

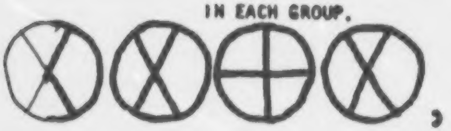
FIND ALL OF THE TRIANGLES AND COLOR THEM WITH YOUR FAVORITE COLOR.

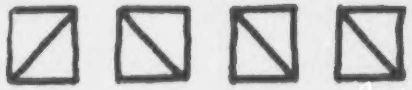






SAMPLE

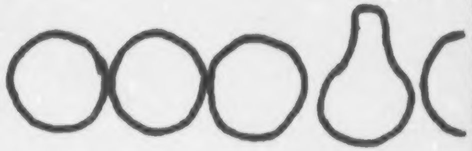
Test 2. The Position in Space, Form and Shape Constancy test checks ability to pick out the object that is different or does not belong in the group.

MAKE AN X ON THE ONE THAT IS DIFFERENT FROM ALL THE OTHERS IN EACH GROUP.





PBB, QQQO,



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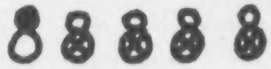


MWMM, 41-14-41-41, ▽△△△

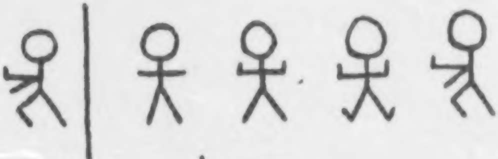
ddbdd

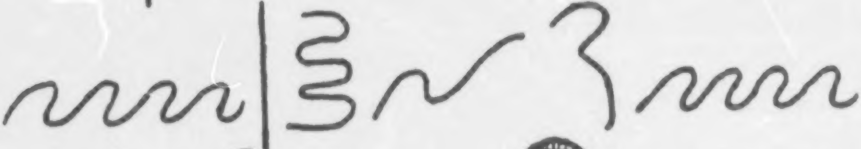
qqqgq

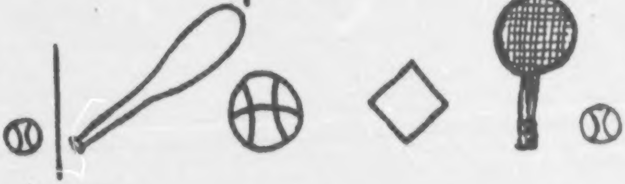
SAMPLE

Test 3 - The Visual Perception test checks the ability to pick out objects that are the same.

CIRCLE THE TWO DRAWINGS THAT ARE ALIKE.







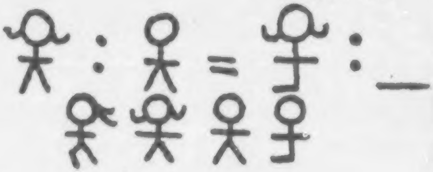
SAMPLE

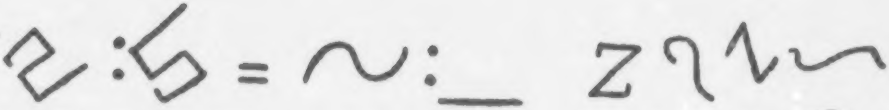
Test 4 - The Visual Association test checks ability to see relationships between objects. (Make use of long-term stored information to complete a task).

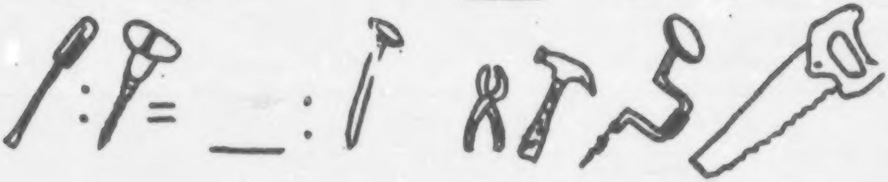
FILL IN THE BLANK SPACES.

A : a = B : ___

D b d c







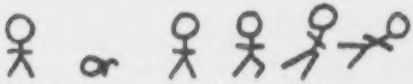
SAMPLE

Test 5 - The Visual Memory test checks ability to retain and recall objects presented either one at a time or in a sequence. (Memory for one presented figure and/or memory for a series of figures after exposure).

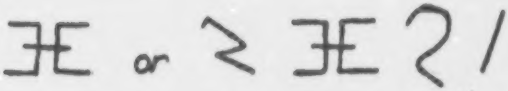
Directions: Briefly expose one figure to assess ability to reproduce it.

Briefly expose series of figures to assess ability to retain a sequence.

A. PICTURES:



B. SYMBOLS:



C. WORDS: cut, cat, big; look

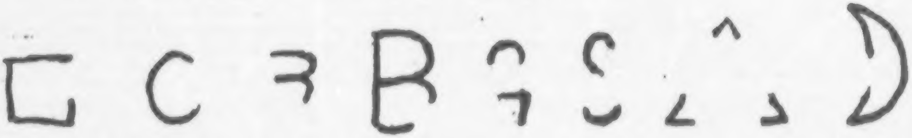
D. SENTENCES: See the cat. or

See the cat chase the rat.

SAMPLE

Test 6 - The Visual Closure test checks ability to complete a given pattern.

COMPLETE EACH OF THE FOLLOWING FIGURES.



Suggested reading and formal tests:

1. Frostig, M., Maslow, P., Lefever, D. and Whittlesey, J. The Marianne Frostig Developmental Test of Visual Perception. Palo Alto, Calif.: Consulting Physchologists Press, 1964.
2. Johnson, D. and Myklebust, H. Learning Disabilities: Educational Principles and Practices. New York: Grune and Stratton, 1967.
3. Kirk, S., McCarthy, J. and Kirk, W. Illinois Test of Psycholinguistic Abilities. Urbana: University of Illinois Press, 1961.

Leadership Training Institute
Westminster, Colorado

SAMPLE

THE VISUAL LEARNER

____ 1. It seems like you're having to ask somebody to repeat what he just said.

____ 2. Sometimes you find yourself "tuned out" in class-staring out the window, maybe, when you were really trying to pay attention.

____ 3. Often you know what you want to say, but you just can't think of the word. Sometimes you may even be accused of "talking with your hands," or calling something a 'thingamajig" or watchacallit."

____ 4. You may be in speech therapy, or may have been at some time before.

____ 5. You have trouble understanding the teacher sometimes when her back is turned so you can't see her face while she's talking.

____ 6. It's usually easier to look and see what everybody else is doing than to try to get the teacher to repeat the instructions.

____ 7. When you watch TV or play records, somebody is always yelling "Turn that thing down!"

____ 8. Your parents or teachers say you say 'Huh?" too much.

____ 9. You'd rather demonstrate how to do something than make a speech.

____10. Words that sound almost alike (like bill and bell or pin and pen) give you a lot of trouble. Sometimes you can't tell them apart.

____11. You have trouble remembering your homework assignment unless your teacher writes it on the board or you write it down.

____12. You like board games like checkers better than listening games.

____13. Sometimes you make mistakes in speaking (like saying "He got expended from school) that everybody but you thinks are funny.

____14. You have to go over most of the alphabet to remember whether M comes before or after R, and so forth.

____15. You like art work better than music activities.

____16. You do better when the teacher shows you what to do, not just tells you.

____17. You can do lots of things that are hard to explain with words-like fixing your bike or doing macrame.

____18. People are always telling you to "answer in a complete sentence" because you usually answer questions with just "yes or "no."

____19. Often you forget to give messages to people-when someone calls on the telephone for one of your parents, for example.

____20. You're always drawing little pictures on the edges of your papers, or 'doodling" on scratch paper.

*Taken from Tuned In, Turned On Book by Marnel L. Hayes, Academic Therapy Publications, 1975.

INFORMAL ASSESSMENT OF AUDITORY LEARNING

AUDITORY LEARNING

Learning is further affected by auditory perception skills. Is the child receiving the message that was actually sent? He must be able to sort out important sounds within the room. Can the student tell the teacher's voice from voices in the hall or on the playground? Some children find it impossible to tune out unimportant messages. Then fluency and comprehension are seriously impaired.

For example:

Teacher says: I want you to sharpen your pencil and sit down.

Child hears: I you r cil and d .

Next, the child must be able to attach a specific sound to a given symbol. This is a very difficult task for almost all children. Most consonants have sounds that remain the same except for the hard and soft c, g, and j. Other exceptions include the q and the silent b and p. Vowels, however, have many sounds. The child must be able to accurately hear and recognize these patterns to produce the required sound. These patterns involve the long and short vowel sounds, vowel combinations, the silent e and consonants that control the sound of vowels. The child must then learn that there are exceptions to these patterns. He must also be able to produce the correct sound regardless of the position of that sound within the word. He must know that in a word such as "ruler", the "r" sound at the beginning is the same "r" sound at the end of the word. Further, the child must be able to pull together (integrate) all these patterns of phonetic content so that he can use them simultaneously.

Auditory Learning

To attach a specific sound to a given symbol requires a memory factor. Auditory memory is the ability to retain information for either immediate or future use. This involves not only academic skills such as those discussed above, but it also involves retaining simple directions given by the teacher. He must be able to retain and respond correctly to instructions such as: "Take out your pencil and paper." This becomes more complex when a series of directions is given.

- Put away your arithmetic books; take out your penmanship paper; sharpen your pencil; and number from one to ten.

If the child begins with the last task or one of the middle tasks, this may be interpreted as a behavioral problem -- the inability to retain directions and respond with the appropriate behavior. The child's fluency is impaired in that his behavioral response was less than satisfactory. His comprehension is impaired because the does not fully understand what task is required of him.

When a child is given a series of directions for doing a specific task, he usually responds with movement or uses his motor system, especially in his academic subjects. This response should be automatic, but not necessarily simultaneous with the giving of the directions. This response must be integrated with the child's visual receiving of information. He must be able to organize a series of movements and to move in a specific, directional pattern (perceptual-motor performance). His visual perception stimulates the motor response (visual-motor integration performance).

SAMPLE

DIAGNOSTIC TEACHING CENTER
DENVER PUBLIC SCHOOLS

INFORMAL ASSESSMENT OF AUDITORY-VERBAL FUNCTIONING

Cheryl Caldwell, Language Resource Teacher
Wilma Hahn, Diagnostic Language Teacher

The following activities have been devised to informally assess verbal auditory comprehension and retention while varying the important dimensions which effect those functions. Obviously, expressive language functioning can be assessed following the same model but requiring the child to generate the stimuli listed here.

In reality, the verbal stimuli which children must interpret daily vary along all of these dimensions simultaneously. For purposes of assessment, however, they have been isolated here as much as is practically possible. For more in-depth evaluation, the examiner may wish to combine different dimensions to present the child with more complex and more realistic tasks.

All examples given use verbal stimuli. The same dimensions could, however, be applied to non-verbal stimuli as well.

DIMENSION I: Similarity of stimuli to be discriminated

To test discrimination of words, use pictures of the words and instruct the child to "Point to the one that I say."

To test discrimination of sounds, teach the sound/symbol relationship, then have the child point to the letter of the sound you say.

Alternatively, say the two words or sounds and have the child tell you whether they are the same or different.

Begin with the words or sounds that are grossly different and move to those that are similar.

Stimuli Similar	Words	Sounds
↑	cap-cab cat-cut rake-lake	/t/-/d/, /p/-/b/, /f/-/v/, /m/-/n/
	bat-sat cab-cash cat-kite	/t/-/k/, /s/-/f/
	bat-cab cat-laugh	/s/-/t/, /m/-/b/
	butterfly-banana cat-dog	/m/-/t/ /b/-/s/
Stimuli Grossly Different	banana-kite	

DIMENSION II: Length of verbal unit

Use pictures with one representing the exact verbal stimuli and another representing a similar situation or referent. Instruct the child to "Point to the one that I say."

For assessment by commands, just ask the child to "Do exactly what I say."

Longer Unit	Picture Referent	Commands
↑	The boy is playing ball with his friends and his dog by the tree near the swings at school.	Close your book, put your pencil away, turn in your paper, stand up, push in your chair and walk to the door.
	The boy is playing ball with his friends and his dog by the tree at school.	Close your book, put your pencil away, turn in your paper, stand up, and walk to the door.
	The boy is playing ball with his friends and his dog at school.	Close your book, put your pencil away, stand up, and walk to the door.
	The boy is playing ball with his friends at school.	Close your book, stand up, and walk to the door.
	The boy is playing ball at school.	Close your book and stand up.
	The boy is playing ball.	Close your book.
	The boy is playing.	
Smaller Unit	There is a boy.	

DIMENSION III: Length of delay between stimulus and response

Give a command. Increase the length of time between when it is given and when the child must respond. Vary only the specific command, and not the complexity of the task.

Longer Delay	Sample Command
↑	Pick up the red book when you come in next Monday.
	Pick up the red book when you come in tomorrow.
	Pick up the red book when you leave today.

↑

Pick up the red book after we have finished this game.

Pick up the red book when I say, "Now." (Wait 5 minutes and then say, "Now.")

Pick up the red book when I say, "Now." (Wait 3 minutes and then say, "Now.")

Pick up the red book after I count to ten.

Shorter Delay — Pick up the red book.

DIMENSION IV: Length of time allowed for interpretation and storage of units within the stimulus while it is being presented.

Assess by having the child repeat digits or follow directions which you give while varying the length of time between units.

Shorter Storage Time	Digits	Commands
↑	4-8-7-9 (½ sec.)	Pick up your pencil, close the door, and turn off the lights. (Said rapidly with no pause.)
	4-8 (pause) 7-9	Pick up your pencil, (pause) close the door, (pause) and turn off the lights.
Longer Storage Time	(Make the pause longer in the above stimulus)	

DIMENSION V: Complexity of content cognitively and syntactically

Give the child commands of increasing complexity and see where his ability to follow them breaks down.

Complex Content	Syntactic	Cognitive
↑	When you are finished, if you did not finish your art project because you did not have paper, then come and get some paper.	If your paper is red and blue but not square, take the chalk that is white but not long.
	When you are finished, if you need paper, raise your hand.	If your paper is red and blue, take the chalk that is white but not long.
	When you are finished, raise your hand.	If your paper is red and blue, take the chalk that is white.

↑

Simple Content — Raise your hand. — Take the chalk that is white.

DIMENSION VI: Abstractness of content

Ask the child the following type questions.

Abstract Content

↑

Who was being brave?

What things are used for transportation?

What things are soft?

What are some things that are red?

Who wants something?

What things can play?

Show me a picture of a chair.

Concrete Content — Show me an apple.

DIMENSION VII: Reliance on visual cues

Vary the materials used to assess the child's reliance on visual cues. Ask the same questions used in Dimension VI but use materials as on the continuum that follows.

No Visual Cues

↑

No objects or symbols

Word symbols

Non-word symbols

Picture

Concrete Visual Cues — Real objects

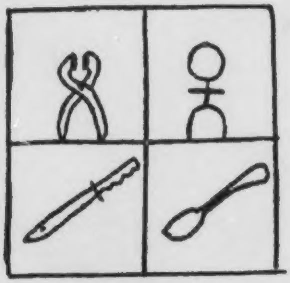
SAMPLE

INFORMAL DIAGNOSTIC TESTS FOR AUDITORY PERCEPTION

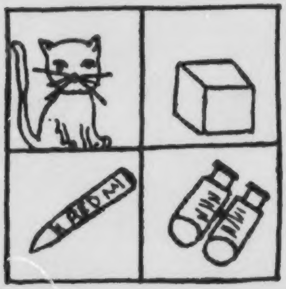
Test 1 - Picture Vocabulary Tasks identifies the level of the child's ability to understand the meaning of words.

I AM GOING TO SAY A WORD. I WANT YOU TO CIRCLE THE PICTURE THAT MATCHES THE WORD I SAY.

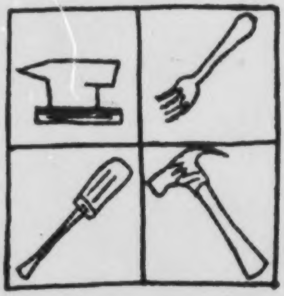
spoon



cat



hammer



SAMPLE

Test 2 - The Auditory Reception test checks ability to understand words used in a sequence, using both sense and nonsense sentences. Assess auditory language level.

I AM GOING TO READ YOU SOME SENTENCES, AFTER EACH SENTENCE, I WANT YOU TO TELL ME IF THE SENTENCE MAKES SENSE OR IF IT DOESN'T MAKE SENSE.

A. DO ANTS CRAWL?
B. DO DOGS RUN?
C. WILL AIRPLANES PICKLE?
D. DO BUGLES SALUTE?
E. CAN AUTOMOBILES AUTO?

Test 3 - The Auditory Discrimination or Auditory Figure-Ground test checks ability to tell whether two words orally pronounced are the same or different.

I AM GOING TO SAY TWO WORDS, I WANT YOU TO TELL ME IF THE TWO WORDS ARE THE SAME WORDS OR DIFFERENT WORDS. HOW ARE THE TWO WORDS DIFFERENT - AT THE BEGINNING, IN THE MIDDLE OR AT THE END?

A. TOOK - BOOK
B. SHIP - SHOP
C. RAN - RAIN
D. GIRL - GIRL
E. BLUE - BLOW

Test 4 - The Auditory Association test checks ability to complete statements in such a way that the ideas are correctly interrelated.

(Use stored information or past experiences to solve problems - long term memory).

I AM GOING TO SAY SOME SENTENCES. WHEN I STOP, I WANT YOU TO TELL ME WHAT WORD COMES NEXT.

A. SUGAR IS SWEET; LEMONS ARE ________

B. GRASS IS GREEN; SNOW IS ___________

C. BOYS GROW UP TO BE MEN; GIRLS GROW UP TO BE __________

Test 5 - The Auditory Memory test checks ability to repeat orally pronounced numbers, phrases, etc.

(assessing short-term memory).

I AM GOING TO SAY SOME WORDS. WHEN I STOP, I WANT YOU TO REPEAT BACK TO ME WHAT YOU HEARD ME SAY.

2-3-7; 4-9-6-5; 9-3-1-6-2; 8-4-7-1-3-5

CAT, BALL, RUN; LOOK, DOG, HE, MILK

I HAVE A NEW BALL.

WE HAD MASHED POTATOES AND GRAVY FOR DINNER.

SAMPLE

Test 6 - The Auditory Closure test checks ability to fill in left-out sounds so that the completed word has meaning. Fill in to complete word or sentence.

I AM GOING TO SAY SOME SOUNDS. I WANT YOU TO FILL IN THE MISSING SOUND AND SAY A COMPLETE WORD BACK TO ME.

DĂ _ _ Y: AIRPLĀ _ _; __UITARS FOOT__ALL

Test 7 - The Sound Blending test checks ability to join sounds into a word. Nonsense words should be included in this test.

I AM GOING TO SAY SOME SOUNDS. I WANT YOU TO TELL ME WHAT WORD I AM SAYING.

B-ALL; C-A-T; SCH-OOL; Z-Ŭ-P

Test 8 - The Verbal Vocabulary test identifies the level of language acquisition (vocabulary learned and used).

I am going to say some words. You tell me what they mean.

hammer
silly
wheel
coward

Leadership Training Institute
Westminster, Colorado

SAMPLE

THE AUDITORY LEARNER

_____1. People say you have terrible handwriting.
_____2. You don't like silent filmstrips, pantomimes, or charades.
_____3. You'd rather do a music activity than art; and you'd rather listen to a tape than look at a filmstrip.
_____4. Your teacher says you leave out words, or sometimes you get words or letters backwards.
_____5. You can spell better out loud than when you have to write it down.
_____6. You remember things you talk about in class much better than stuff you have to read.
_____7. You don't copy from the board very well.
_____8. You like jokes or riddles better than cartoons or crossword puzzles.
_____9. You like games with a lot of action or noise better than checkers or most other board games.
____10. You understand better when you read aloud.
____11. Sometimes you mess up in math because you don't notice the sign or because you read the numbers or directions wrong.
____12. You're the last one to notice something new-that the classroom was painted, or that there's a new bulletin board display.
____13. Map activities are just not your "thing"-you never can seem to remember what continent Chile is in, or if Nebraska is north, east, south, or west of Missouri.
____14. You often get in trouble for "sloppy work," even on workbook pages.
____15. You use your finger as a "pointer" when you read, but you still get lost and skip words or lines sometimes.
____16. Sometimes you get in trouble for humming or whistling to yourself when you're working.
____17. Sometimes your eyes just "bother" you; but your eye tests come out OK, or you've already got glasses that the eye doctor says are just right for you.
____18. You hate "ditto" sheet activities (those purple-printed sheets) especially blotty ones. They're tough for you.
____19. "Marching" test questions, where you have to draw lines to the right answer, or you have to fill in the letters in order, are a real problem.
____20. Sometimes when you read, you mix up words that look almost alike, like pull and pill or bale and dale.

*Taken from Tuned In, Turned on Book by Marnell L. Hayes, Academic Therapy, 1975

INFORMAL ASSESSMENT OF MOTOR LEARNING

PERCEPTUAL-MOTOR LEARNING

Batting a ball is an example of a perceptual-motor performance requiring a large-motor sequence and directional tasks. Seeing the ball stimulates the motor response. All of the required movements take place in less than a second. The child begins his response by:

- Standing in an upright position parallel to the path the ball will take.
- Placing his feet in a position that is somewhat parallel to his shoulders on a vertical line.
- Placing both hands parallel to his back shoulder in a vertical line.
- Distributing the major part of his weight on the back foot.
- Balancing on the balls of each foot.

When the ball is pitched, a series of movements occurs. The child:

- Moves the front foot forward: about six inches, keeping the back foot stationary.
- Redistributes his body weight from the back foot to the front foot, turning both feet into a parallel plane to the ball.
- Rotates by 90° the lead foot while it is being moved.
- Rotates by 90° his back foot in its starting position.

While all this is going on, the bat must be swung. This is done by:

- Adjusting body position by bending the knees or lowering the arms.
- Using one arm to guide the bat while the other arm pushes the bat.
- Swinging the bat in either a clockwise or counter clockwise circle depending on whether the batter is left or right-handed.

Keeping the head stationary throughout the entire task.

Writing is an example of a fine visual-motor integration task requiring the same type of sequential and directional performance. In writing a story, the student will want to use a specific word, such as "tab". If the child is right-handed, the following mental sequence is required.

- Call up the image of the word.
- Remember how it looks.
- Remember the letters in the word.
- Remember the order of the letters.
- Keep all this in mind while he writes the word.

Now the child begins a series of movements in order to print the word. These include:

- Making a downward vertical line that is within the ruled line spaces.
- Making a left to right horizontal line about one fourth of the way down crowning the vertical line.
- Leaving a space for the next letter.
- Producing a half-circle made in a counter clockwise movement, making it about ½ of the writing line space.
- Making another downward vertical line which completes the half-circle and is the same height.
- Leaving a space for the next letter.
- Making a downward vertical line between the ruled line spaces.
- Attracting a half-circle made with a clockwise movement about ½ way down the vertical line and to the right of it.

When this sequence is impaired, the symbol "t" may be produced as "l", "ŧ", "ɩ". The "a" could be made like a "d", "q", or "p". The "b" may be produced as "p", "ƀ", "D", "d", "q", or "ȡ".

When this sequence is impaired, reversal and inversion may also occur. The word "tab" may be written as "bat", "tad", "gaj", "tap", or any combination of these.

Reversals and inversions result in the use of an incorrect word in the story which gives different meaning to the words written previously. In this way, fluency is affected.

Informal checklists can be used to assess a child's strengths and weaknesses in any of these areas.

Reading is a skill which requires the integration of visual and auditory perception skills as well as motor functioning. Visually, the student must look for similarities of shape and area and for the relation of one symbol to another. Auditorially, he must be able to attach the appropriate sound to the letter. At the same time these are taking place, his eyes must move in a sweeping direction from left to right and return to the next line. Memory is necessary so that context skills can be used for determining meanings of new words.

If all these do not occur simultaneously, the student may be either a "word-caller" or a non-reader.

The integration of auditory-visual-motor functioning is present in all academic areas of learning. Spelling requires probably the greatest degree of integration of these skills.

If a child is asked to spell the word "cat", he must:

- Form an image of the object and the symbols that represent it.
- Recall the sounds that each letter represents.
- Use phonetic clues.
- Perform a series of movements in order to write the word.

KEY MESSAGES

- Learning and school success require the simultaneous use of visual, auditory, and motor functioning capabilities.
- Learners must be able to organize information received so that they can respond in a meaningful way.
- Responses may occur verbally or in movement stimulated by visual experiences or in written answers.

Name______________________________

Date______________________________

EYE - HAND COORDINATION

	No Help	A Little Help	Much Help	Cannot
Can hold crayon correctly				
Can keep paper in front of him				
Can color within thick lines				
Can color within average lines				
Can color each of two squares a different color when shown a sample.				
Can color each of three squares a different color when shown a sample.				
Can color each of two squares a different color when told to do so.				
Can color each of three squares a different color when told to do so.				
Can trace				
Can hold scissors in position necessary for cutting.				
Cut out paper				
Can cut paper along a line				
Can spread paste on paper				
Can paste one paper or another in any fashion				
Can paste one paper on another correctly				
Can work form board puzzles				
Can work Montessori Boards				

Your child may not be able to do all the things listed above, but he can do some of these things. As you receive future reports you will be able to see some growth and progress.

______________________________ Parent

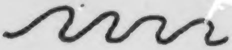
______________________________ Teacher

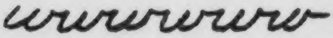
SAMPLE

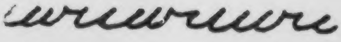
INFORMAL DIAGNOSTIC TESTS FOR FINE MOTOR FUNCTIONING

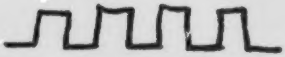
Test 1 - Chalkboard Activities, such as copying designs written on the chalkboard and ranging from simple to complex, can also reveal lack of coordination.

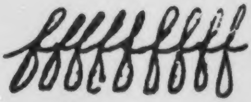
UNDERNEATH EACH DESIGN I WANT YOU TO DRAW A COPY OF THAT DESIGN.











Test 2 - Tracking Activities indicate lack of eye muscle coordination. These activities consist of following objects with the right eye, the left eye and both eyes. Suggested activities are:

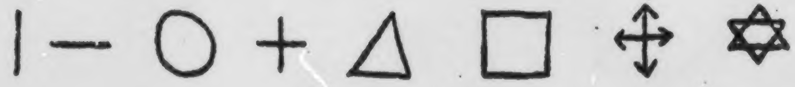
- Follow a finger or pencil moving horizontally, vertically (approximately 12-20 inches away from the eyes.) and diagonally" The teacher should watch for jumping movements of the eyes or for losing contact with the object.

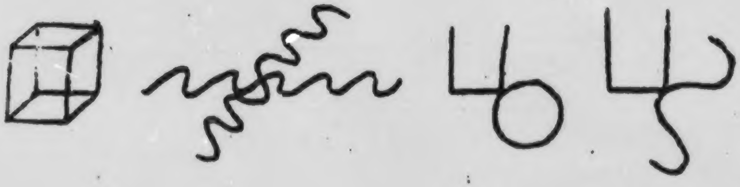
- Follow a printed pattern with a penlight or pencil.
- Use mazes with progressively narrower boarders to check organization, eye-hand coordination and midline crossing.

SAMPLE

Test 3 - The Visual Motor Integration test checks the coordination of eye-hand.

IN THE SPACE BELOW EACH OBJECT, I WANT YOU TO DRAW A PICTURE OF THAT OBJECT.





SAMPLE

Test 4 - The Auditory-Gross Motor Integration test checks ability to use verbal directions, memory skills and gross motor skills in a coordinated manner. This is done with a series of directions involving movement.

I AM GOING TO GIVE YOU SOME DIRECTIONS. I WANT YOU TO DO WHAT THE DIRECTIONS TELL YOU TO DO.

A. GO OPEN THE WINDOW.

B. GO OPEN THE WINDOW AND SHARPEN YOUR PENCIL

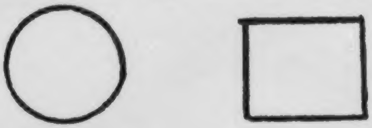
C. PICK UP THE RED BOOK - BRING IT TO ME - TOUCH YOUR HEAD - PASS OUT THE PAPERS.

SAMPLE

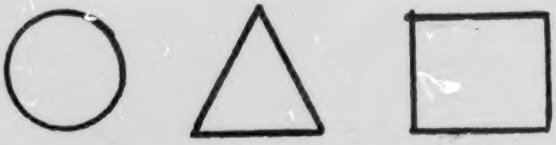
Test 5- The Auditory-Visual-Motor Integration test checks ability to use verbal directions, memory skills, visual skills and motor (pencil and paper) skills in a coordinated manner.

I WANT YOU TO DO EACH OF THE FOLLOWING EXERCISES.

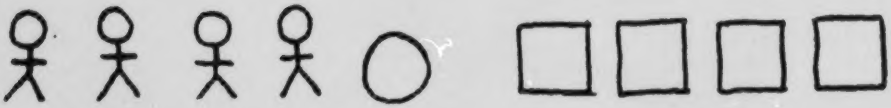
A. DRAW A LINE FROM THE CIRCLE TO THE SQUARE.



B. DRAW A LINE FROM THE CIRCLE TO THE SQUARE THAT WILL NOT TOUCH THE TRIANGLE.



C. PUT A CIRCLE AROUND THE SECOND MAN, AN X IN THE CIRCLE, AND A 3 IN THE FOURTH BOX.



INFORMAL ASSESSMENTS IN NUMBER CONCEPTS AND ABILITIES

FIRST STEP SAMPLE

INFORMAL EVALUATION

Name of student____________________ Date__________

Age______ Grade____________ Teacher's name__________

MATHEMATICS

SKILL AREA	ASSESSMENT TECHNIQUE	RESULT
Counts		
Recognition of numerals		
Writes numerals		
Associates numeral with number		
Adds numbers (concrete)		
Adds numerals (abstract)		
Subtracts		
Multiplies		
Divides		
Fractions		
Decimals		
Percents		
Measurement		
Time		

OBSERVE:

Numerals clearly written____________________

SAMPLE

NUMBER CONCEPTS AND ABILITIES:

1. Can rote count to ________________
2. Has number concepts developed to ________________
3. Can recognize numbers to ________________
4. Can read the names of numbers to ________________
5. Can add simple numbers with - without using objects ________________
6. Can subtract simple numbers with - without using objects ________________
7. Can multiply simple numbers to ________________
8. Can divide simple numbers to ________________
9. Knows the following money values ________________.
10. Can count by tens to ________________
11. Can count by fives to ________________
12. Can count by twos to ________________

Developing sufficient math skills to cope with requirements of daily living.

	0%	20%	40%	60%	80%	100%	COMMENTS
I. Basic Concepts							
A. Demonstrate the ability to discriminate real objects on the following basis:							
1. Size							
a. big/little (large/small)							
b. short/tall							
c. fat/thin							
d. thick/thin							
e. long/short							
2. Quantity							
a. full/empty							
b. heavy/light							
c. all/some							
d. few/many							
3. Position							
a. first/middle/last							
b. up/down							
c. near/far							
front/back							
high/low							
in/out							
beginning/end							
fast/slow							
off/on							
before/after							
under/over							

SAMPL

Developing sufficient math skills to cope with requirements of daily living.

	0%	20%	40%	60%	80%	100%	COMMENTS
4. Comparatives							
a. bigger/littler							
b. shorter/taller							
c. fatter/thinner							
d. thicker, thinner							
e. longer, shorter							
f. heavier, lighter							
g. nearer, farther							
h. higher/lower							
i. faster/slower							
5. Superlatives							
a. biggest/littlest							
b. shortest/tallest							
c. fattest/thinnest							
d. thickest/thinner							
e. longest/shortest							
f. heaviest/lightest							
g. nearest/farthest							
h. highest/lowest							
i. fastest/slowest							

Developing sufficient math skills to cope with requirements of daily living.

6. Basic geometric shapes	0%	20%	40%	60%	80%	100%	COMMENTS
a. circle							
b. triangle							
c. square							
d. rectangle							
e. line							
f. diamond							
g. curve							
II. Numbers							
A. Recite #1-5							
B. Recognize numeral #1-5 (and associate with sets #1-5).							
C. Write numerals #1-5.							
1. In serial order							
2. On demand							
3. In association with sets							
D. Recite #6-9.							
E. Recognize numberal #6-9 (and associate with sets #1-5)							

Developing sufficient math skills to cope with requirements of daily living.

	0%	20%	40%	60%	80%	100%	COMMENTS
F. Write numberals #6-9.							
1. In serial order							
2. On demand							
3. In association with sets							
G. Count cardinal #5 through 19.							
H. Count ordinal numbers 1st through 7th (including first and last).							
I. Count ordinal #s 6th through 9th.							
J. Regroup sets by 10's and 1's.							
K. Counting by units, tens, twos, threes & fives							
1. Count by units to 100.							
2. Count by tens to 100.							
3. Count by twos to 20.							
4. Count by threes to 30.							
5. Count by fives to 50.							
L. Regroup sets by 100's.							
M. Identify and name numbers through 1,000.							

Developing sufficient math skills to cope with requirements of daily living.

	0%	20%	40%	60%	80%	100%	COMMENTS
N. Identify and name fractions							
1. One whole							
2. 1/2's							
3. 1/4's							
4. 1/8's							
5. 1/3's							
O. Associate Roman numerals I-XII, with Arabic numerals 1-12.							
III. Computation							
A. Join sets between 1-9 with sums less than 10 using concrete objects.							
B. Read and manipulate an addition equation and associate the operation with the joining of sets 1-9 with sums less than 10.							
C. Compute and write simple addition problems with 2 addends less than 10.							
D. Compute and write simple addition problems with 3 addends less than 10.							
E. Separate sets 9 through 2 into two separate sets greater than the 0.							
F. Read and manipulate a subtraction equation and associate the operation with separation of sets 1-9 with minuend less than 10.							
G. Compute and write simple subtraction problems with minuend less than 10.							

SAMPLE

Developing sufficient math skills to cope with requirements of daily living.

	0%	20%	40%	60%	80%	100%	COMMENTS
H. Write correct answer to simple addition story problems which are dictated.							
I. Write correct answer to simple subtraction story problems which are dictated.							
J. Compute and write addition problems with sums less than 20.							
K. Compute and write subtraction problems with minuends less than 20.							
L. Give correct answer of multiple column addition without regrouping.							
M. Give correct answer of multiple column subtraction without regrouping.							
N. Give correct answer to multiple column addition problems involving regrouping.							
O. Give correct answer to multiple column subtraction problems involving regrouping.							
P. Recognize the symbol X as the sign for multiplication.							
Q. Write correct answer to multiplication problems with multiplicant not greater than 10 in both horizontal or vertical fashion.							
R. Compute simple multiplication problems.							

Developing sufficient math skills to cope with requirements of daily living.

		0%	20%	40%	60%	80%	100%	COMMENTS
S.	Compute multiplication problems with multiple columns.							
T.	Recognize the symbols ÷ and ⟌ as signs for division.							
U.	Compute basic division facts using either division symbol.							
V.	Compare and recognize the relative proportions of the above fractions.							
W.	Recognize one whole and one half, quarters, thirds, eighths.							
X.	Convert wholes to fractions.							
Y.	Add fractions with like denominators.							
Z.	Subtract fractions with like denominators.							

SAMPL

Developing sufficient math skills to cope with requirements of daily living.

	0%	20%	40%	60%	80%	100%	COMMENTS
IV. Money							
A. Identify and name penny, nickel, dime, quarter, half-dollar, paper dollar, five dollar bill, ten dollar bill, twenty dollar bill.							
B. Recognize the symbols $ and ¢.							
C. Recognize equivalent values of coins by the one cent unit.							
D. Perform addition operations using real money.							
E. Write the correct answer to simple addition story problems involving money.							
F. Match specific coins with the equivalent coins. (EG: 2 dimes and nickel = 25¢)							
G. Use decimal notation in recording addition with money.							
H. Perform subtraction operations using real money.							
I. Write the ocrrect answer to simple subtraction story problems involving real money.							
J. Use decimal notation in recording subtraction with money.							

Developing sufficient math skills to cope with requirements of daily living.

	0%	20%	40%	60%	80%	100%	COMMENTS
V. Time							
A. Differentiate between A.M. and P.M.							
B. Associate clocktime with:							
1. Beginning of school							
2. Lunch time							
3. End of school day							
4. Dinnertime							
5. Bedtime							
C. Distinguish between the long and short hands on the clock.							
D. Demonstrate the directions that the hands move.							
E. Set clocktime by the hour.							
F. Write clocktime from examples.							
G. Express hours in written form. (Half hours)							
H. Express hours in written form. (Quarter hours)							
I. Recognize that 60 minutes equal one hour.							
J. Read minutes by fives from a clock.							
K. Set clock time in hours.							
L. Write clocktime in hours and minutes.							
M. Distinguish between before and after the hour.							

Developing sufficient math skills to cope with requirements of daily living.

	0%	20%	40%	60%	80%	100%	COMMENTS
N. Name and count the days of the week.							
O. Name the months of the year.							
VI. Measurement							
A. Compare and identify distance increments of measurement.							
B. Calculate real distances to scale and inversely transfer scales to distances.							
C. Recognize and read degrees on a variety of gauges.							
D. Compare and identify linear increments of measurement.							

SAMPLE

ARITHMETIC PROGRESS REPORT

Student's Name ______________________________ Age __________

Date of Report ______________________ Teacher ________________

NUMERATION AND COUNTING

	Counting by ones
	Counting by twos
	Counting by fives
	Counting by tens
	Writing numbers Numbers not formed in the correct direction Numbers reversed in formation
	One-to-one Correspondence A. Given two equivalent sets of objects (blocks), the students can construct a one-to-one matching. B. Given two non-equivalent sets of objects, the student can construct a one-to-one matching. C. Using pictures of equivalent sets, the student can demonstrate a one-to-one matching. D. Using pictures of non-equivalent sets, the student can demonstrate a one-to-one matching.

SAMPLE

Counting Objects

A. Shown a group of objects, the student will tell how many objects there are.

1. Gave an incorrect answer
2. Guessed
3. Counted by ones, touching each object
4. Counted by ones, not touching each object
5. Counted by a number other than one, touching
6. Counted by a number other than one, not touching
7. Identified objects as a whole group

B. Given blocks, the student will show a designated group of blocks.

1. Gave an incorrect response
2. Counted the blocks out by one
3. Counted the blocks out by a number other than one
4. Placed the blocks down as a group

C. Given a worksheet showing groups of objects and a choice of numbers, the student will elect the correct number.

Ordinal Numbers

A. Shown a group of objects placed in a horizontal line, the student will orally indicate their positions.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th

B. Shown a group of objects placed in a horizontal line, the student will point to the correct object as its position is named.

____	____	____	____	____	____	____	____	____	____
1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
1	4	2	5	3	9	6	7	10	8

Serial Counting

Given a number the student can continue counting from that number.

2 - 6 - 3 - 5 - 8 - 4 - 7 - 9 - 10 - 25 - 43 - 50

Read Numerals

When shown numerals, the student is able to read them aloud.

1 digit (Use all 10 individual cards)

0______
1______
2______
3______
4______
5______
6______
7______
8______
9______

2 digit

10______
17______
23______
25______
31______
39______

44______
40______
56______
51______
66______
67______

73______
75______
81______
89______
94______
92______

3 digit

100______
112______
124______
128______
130______
137______

146______
143______
155______
159______
266______
278______

390______
325______
467______
401______
519______
505______

666______
629______
734______
787______
875______
999______

Read Number Names

Shown the names of the numbers one at a time, the student will read the names.

one______
two______
three______
four______
five______

six______
seven______
eight______
nine______
ten______

eleven______
twelve______
thirteen______
fourteen______
fifteen______

sixteen______
seventeen______
eighteen______
nineteen______
twenty______

SAMPLE

Concepts--Terms

Shown a series of numbers from 1 to 10, the student will point to the number designated through the use of the following terms:

more than	4 - 8 - 2 - 5 - 3 - 6
less than	3 - 5 - 10 - 7 - 2 - 4
first	
last	
before	5 - 2 - 8 - 3 - 6 - 10
after	1 - 4 - 7 - 3 - 8 - 9

Recognition of Signs

Shown the following signs, the student will be able to identify them.

+__________

-__________

=__________

x__________

÷__________

¢__________

$__________

Problems

A. Given worksheets, the student will work the addition problems.

B. Given a series of worksheets, the student will work the subtraction problems.

C. Given a worksheet, the student will work the multiplication problems.

D. Given a worksheet, the student will work the division problems.

E. Given a worksheet consisting of story problems, the student will work the problems.

S A M P L E

GEOMETRIC SHAPES

A. Shown the following shapes, the student will identify them.

Circle ________ Rectangle ________

Square ________ Diamond ________

Triangle ________ Cube ________

B. The student will be able to form a circle, square, triangle, diamond, and rectangle.

1. without assistance ________ ○, ________ □, ________ △, ________ ◇, ________ ▭

2. with assistance (pictures to copy)
   ________ ○
   ________ □
   ________ △
   ________ ◇
   ________ ▭

C. The student will be able to place an object inside or outside of a shape (box).

D. The student will be able to show the position of dots inside or outside of a geometric shape by pointing to them ad directed.

FRACTIONS

A. Shown a fractional part of a whole object, the student can select from a group of parts, the missing part or parts to complete the whole.

½ ________

¼ ________

⅓ ________

B. Shown a fractional part of a whole object, the student will be able to identify it as ½, ¼, or 1/3.

SAMPLE

USING TIME

Telling Time

A. Given a clock, the student will tell the time by the hour and half hour.

B. Given a clock, the student will place the hands correctly to indicate a designated time.

1. 3:00
2. 7:00
3. 12:00
4. 4:30
5. 9:30
6. 5:30
7. 10:15
8. 8:14
9. 9:25
10. 2:20
11. 1:10
12. 6:45 or 15 'til 7:00
13. 11:45 or 15 'til 12:00

C. Given a worksheet, the student will work the problems involving time.

Calendar

A. The student will recite the days of the week.

Sunday ________
Monday ________
Tuesday ________
Wednesday ________
Thursday ________
Friday ________
Saturday ________

B. Shown the names of the days of the week one at a time, the student will read the names.

Sunday ________
Monday ________
Tuesday ________
Wednesday ________
Thursday ________
Friday ________
Saturday ________

C. Asked the following questions, the student will indicate the correct day.

1. What was yesterday?

2. What is today?

3. What will tomorrow be?

Calendar Continued

D. The student will recite the months of the year.

January ________
February ________
March ________
April ________
May ________
June ________
July ________
August ________
September ________
October ________
November ________
December ________

E. Shown the names of the months of the year, one at a time, the student will read the names.

January ________
February ________
March ________
April ________
May ________
June ________
July ________
August ________
September ________
October ________
November ________
December ________

F. The student will tell the present date, indicating the day, month, date, and year.

MONEY

A. Shown the following coins, the student will tell the name of each.

Penny ________
Nickel ________
Dime ________
Quarter ________

MONEY

Money Continued

B. Given a bag of coins, the student will be able to show the comparative value of the coins.

5 pennies nickel ________
10 pennies dime ________
25 pennies quarter ________
50 pennies half dollar ________
100 pennies dollar ________

2 nickels dime ________
5 nickels quarter ________
2 dimes, 1 nickel quarter ________
10 dimes dollar ________
4 quarters dollar ________

Other combinations:

C. Given a group of coins, the student will be able to show a designated amount of change.

2¢ 6¢ 15¢ 23¢ 27¢ 30¢ 48¢

MEASUREMENT

A. Shown pictures of similar objects which are different in size, the student will tell which is big and little, longer and longest, shorter and shortest.

Big, little ________
Longer, shorter ________
Longest, shortest ________

B. The student will identify the tools used for measuring.

ruler ________
yardstick ________
scales ________
thermometer ________
teaspoon ________
tablespoon ________
cup ________

C. Shown pictures with the measurements indicated, the student can read the measurement.

MEASUREMENT

Measurement Continued

D. The student will measure designated objects.

inch ________
foot ________
yard ________

E. The student will read the temperature on the classroom thermometer.

F. The student will weigh himself.

SAMPLE

CONCEPTS - PREVOCATIONAL

TIME

See Modification of
Time Appreciation Test

DIRECTIONAL

Above ____
Below ____
On line ____
Under ____
Above ____
Right ____
Left ____

POSITION & SEQUENCE (Ordinal Counting)

First ____
Last ____
Middle ____
Fifth ____
Second ____

SIZE

Largest ____
Shortest ____
Wider ____

SIMPLE FRACTIONS, PERCENTAGES, DECIMALS

½ ____
¼ ____

MEASUREMENT

Inches in foot ____
Feet in yard ____
Ounces in pound ____
Dozen ____
Pints in quart ____

MONEY

$ sign ____
¢ sign ____
$34.14 ____
Nickels in dime ____
Dimes in dollar ____
Cents in dollar ____
Quarters in dollar ____

ESTIMATING

Distance ____
Amounts ____

INFORMAL ASSESSMENTS IN READING AND LANGUAGE ARTS ABILITIES

SAMPLE

INFORMAL EVALUATION

Name of student ______________________ Date ____________

Age ________ Grade ________ Teacher's name ______________________

READING

SKILL AREA	ASSESSMENT TECHNIQUE	RESULT
Gross listening skills		
Auditory discrimination		
Visual discrimination		
Auditory Memory		
Visual Memory		
Sequence (left-right)		
Recognition of letters		
Production of sounds		
Sound-symbol association		
Blending sounds		
Blending syllables to make words		
Putting words together to make sentences		
Comprehension		

OBSERVE:

Rate at which child reads ______________________

Does the child read smoothly ______________________

TEST:

Pleasure ______________________

Instructional ______________________

Oral ______________________

Silent ______________________

SAMPLE

EXPECTED READING GRADES OF PUPILS OF VARYING IQ

IN GRADES 1-6

IQ	Age 6 Grade 1	Age 7 Grade 2	Age 8 Grade 3	Age 9 Grade 4	Age 10 Grade 5	Age 11 Grade 6
70		K.1	K.8	1.4	2.1	2.8
71		K.1	K.8	1.4	2.1	2.8
72		K.2	K.9	1.5	2.2	2.9
73		K.2	K.9	1.7	2.4	3.1
74		K.3	1.0	1.7	2.5	3.2
75		K.3	1.0	1.8	2.6	3.3
76		K.4	1.1	1.9	2.7	3.4
77		K.5	1.2	2.0	2.8	3.5
78		K.5	1.2	2.0	2.8	3.6
79	K.0	K.7	1.4	2.2	3.0	3.7
80	K.0	K.7	1.4	2.2	3.0	3.8
8	K.1	K.8	1.5	2.3	3.1	3.9
2	K.2	K.9	1.6	2.4	3.2	4.0
3	K.3	1.1	1.8	2.5	3.3	4.1
4	K.3	1.1	1.9	2.7	3.5	4.3
5	K.4	1.2	2.0	2.9	3.6	4.4
6	K.5	1.3	2.1	2.9	3.7	4.5
7	K.5	1.3	2.1	2.9	3.8	4.6
8	K.6	1.4	2.2	3.0	3.9	4.7
9	K.7	1.5	2.3	3.1	4.0	4.8
0	K.7	1.6	2.4	3.2	4.1	4.9
1	K.8	1.6	2.5	3.3	4.2	5.0
2	K.9	1.7	2.6	3.4	4.3	5.2
93	K.9	1.7	2.6	3.5	4.4	5.3
4	K.9	1.8	2.7	3.6	4.5	5.4
5	K.9	1.8	2.8	3.7	4.6	5.5

SAMPLE

IQ	Age 6 Grade 1	Age 7 Grade 2	Age 8 Grade 3	Age 9 Grade 4	Age 10 Grade 5	Age 11 Grade 6
96	1.0	1.9	2.8	3.7	4.7	5.6
97	1.0	1.9	2.8	3.8	4.7	5.7
98	1.0	1.9	2.9	3.8	4.8	5.8
99	1.0	1.9	2.9	3.9	4.9	5.9
100	1.0	2.0	3.0	4.0	5.0	6.0
101	1.0	2.0	3.0	4.1	5.1	6.1
102	1.1	2.1	3.1	4.2	5.2	6.2
103	1.1	2.2	3.2	4.3	5.3	6.3
104	1.2	2.3	3.3	4.4	5.4	6.5
105	1.2	2.3	3.4	4.5	5.5	6.6
106	1.3	2.4	3.4	4.5	5.6	6.7
107	1.3	2.4	3.5	4.6	5.7	6.8
108	1.4	2.5	3.6	4.7	5.8	6.9
109	1.5	2.6	3.7	4.8	5.9	7.0
110	1.6	2.7	3.8	4.9	6.0	7.1
111	1.7	2.8	3.9	5.0	6.1	7.2
112	1.8	2.9	4.0	5.1	6.2	7.3
113	1.9	3.0	4.1	5.2	6.4	7.5
114	2.1	3.2	4.3	5.4	6.5	7.6
115	2.2	3.3	4.4	5.5	6.6	7.7
116	2.3	3.4	4.5	5.6	6.7	7.8
117	2.4	3.5	4.6	5.7	6.8	7.9
118	2.5	3.6	4.7	5.9	7.0	8.1
[illegible]	2.6	3.7	4.9	6.0	7.1	8.2
120	2.7	3.9	5.0	6.1	7.0	8.3
121	2.9	4.1	5.2	6.4	7.6	8.8
122	3.2	4.4	5.6	6.8	8.1	9.3

SAMPLE

DESCRIPTIVE ANALYSIS WORKSHEET: READABILITY

FOG READABILITY INDEX

Robert Grunning

FOG INDEX for Determining Readability Levels

1. Take a passage of about 100 words. Divide the total number of words by the number of sentences. This gives the average sentence length.

2. Count the words having three (3) or more syllables. Do not count (a) capitalized, (b) combination, or (c) verbs with suffixes.

3. To get the Fog Index, total the two (2) factors above and multiply by four-tenths (.4).

FRY READABILITY FORMULA - EDWARD FRY

PROCEDURE:

STEP I.

Select three one-hundred-word passages from near the beginning, middle, and end of the book. Skip all proper nouns.

STEP II.

Count the total number of sentences in each hundred-word passage (estimating to nearest tenth of a sentence). Average these three numbers.

STEP III.

Count the total number of syllables in each hundred-word sample. There is a syllable for each vowel sound.

Example - cat (1)
blackbird (2)
continental (4)

Don't be fooled by word size.

Example - polio (3)
through (3)

Endings such as -y, -ed, -el, or -le usually make a syllable.

Example - ready (2)
bottle (2)

NOTE: It may be more convenient for you to count every syllable over one in each word and add 100.

Average the total number of syllables for the three samples, (beginning, middle, and end of book sample)

STEP IV.

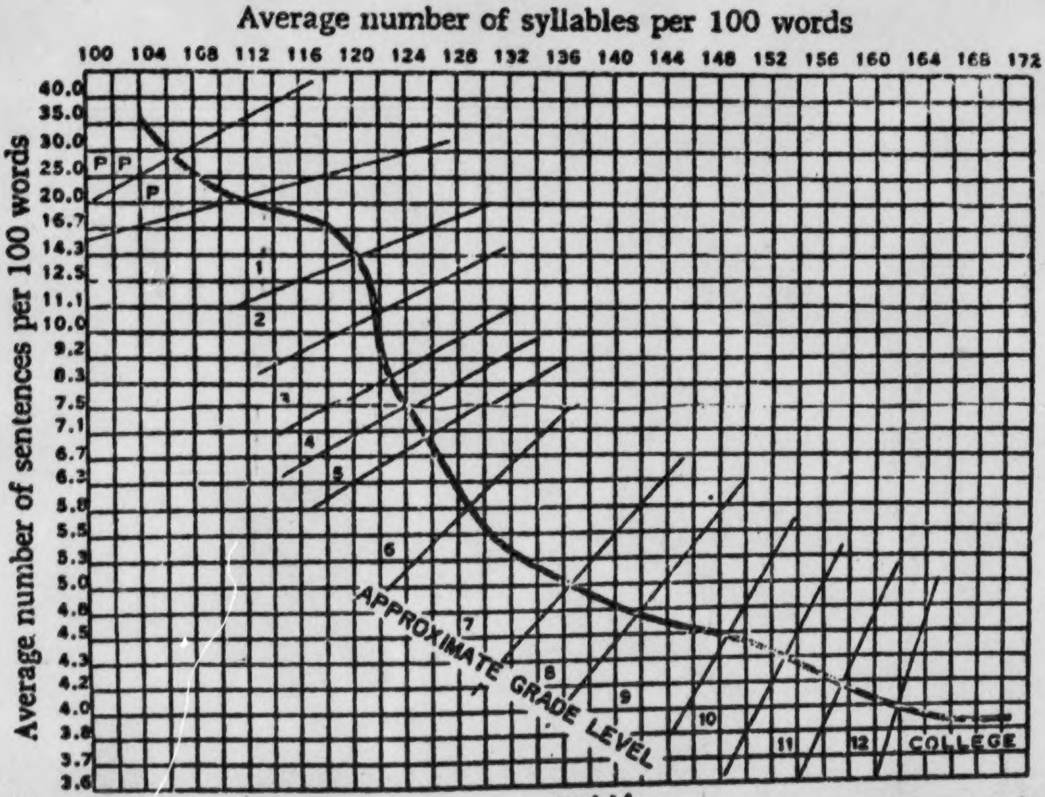
Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade level areas.

EXAMPLE -

	Sentences per 100 words	Syllables per 100 words
100-word sample, p.5	9.1	122
100-word sample, p.89	8.5	140
100-word sample, p.160	7.0	129
	$3\overline{)24.6}$	$3\overline{)391}$
	8.2	130

FRY'S READABILITY GRAPH

EXTENDED THRU PREPRIMER LEVEL



SAMPLE

DESCRIPTIVE ANALYSIS WORKSHEET: READABILITY

CLOZE PROCEDURE

The Cloze Test Procedure
Burron, A. and Amos Claybaugh
Basic Concepts in Reading Instruction
Charles E. Merrill, 1972

A Cloze Test provides information about a child's functional reading levels. You can determine a child's independent, instructional and frustration reading levels.

A child's functional reading level is determined on a Cloze Test by the percentage of accuracy with which he can supply words that have been deleted from passages of varying levels of difficulty.

STEPS IN CONSTRUCTING A CLOZE TEST

Step 1: Select passages of varying levels of difficulty. These passages should be given a grade level designation. A typical passage on a Cloze test should be about 250 words long exclusive of the first and last sentence.

Step 2: Delete every fifth word in the selected passage, excluding words in the first and last sentence which are left intact.

Step 3: After deleting every fifth word, the teacher fills each space with a standard-length blank. Each deleted word is replaced with a blank of the same length.

Step 4: After the child has been provided with a passage on a level of difficulty, the teacher instructs the child to fill in the blanks with the exact missing words. (No time limit on this test.)

Step 5: In scoring a Cloze test, a teacher counts the exact number of correct responses made by the child.

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Step 6: Once the correct number of responses has been tabulated, a child's score is converted into a percentage.

The functional reading levels are listed below:

Independent Reading Level - 57%

Instructional Reading Level - 44 - 57%

Frustration Level - Below 44%

S A M P L E

INFORMAL ASSESSMENT

ame of student ______________________________ Date ______________

ge __________ Grade ____________________ Teacher's name ______________

ANDWRITING

SKILL AREA	ASSESSMENT TECHNIQUE	RESULT
olds writing tool		
Marks" with tool		
opies patterns (simple lines and circles)		
opies letters		
uts letters together to make words		

BSERVE:

Spacing ______________________________

How letters are formed ______________________________

How student grips pencil ______________________________

Handedness ______________________________

Manuscript ______________ Cursive ______________

Lower case letters ______________________________

Upper case letters ______________________________

Reversals ______________________________

COMMUNICATION DEVICES

I. Demonstrate operation and responsible use of devices to facilitate communication on such as:

	HAS COMPETENCE	HAS LIMITED COMPETENCE	HAS NO COMPETENCE	SAMPLE COMMENTS
A. Typewriter				
B. Teletype, T.T.Y., and Manual Communication Module (M.C.M.)				
C. Braille writer				
D. Slate and stylus				
E. Telephone				
F. Hearing aid and/or phonic ear				
G. Tape recorder				
H. Language Master				
I. Writing implements (pencil, pens, crayons)				

FUNCTIONAL COMMUNICATION - WRITTEN LANGUAGE

S A M P L E

	0%	20%	40%	60%	80%	100%	COMMENTS
I. Sentence Structure							
A. Identify nouns from among varied examples.							
B. Identify phrases which convey information about "where".							
C. Identify phrases which convey information about 'when'.							
D. Begin sentences with capital letters.							
E. End declarative sentences with a period.							
F. End interrogative sentences with a question mark.							
G. Substitute personal pronouns for observable nouns.							
H. Demonstrate proper use of possessive pronouns.							
I. Recognize regular clues to verb tense:							
1. Verb = past							
2. Verb = future							
II. Write a descriptive paragraph to accompany a given picture.							
III. Write dictated sentences.							

INFORMAL ASSESSMENTS OF SOCIAL AND BEHAVIORAL DEVELOPMENT

Note: Also refer to Teacher Corps Manual on "Behavioral Interventions" for additional techniques and Behavioral Assessments.

SAMPLE

SOCIAL DEVELOPMENT

1. Follow directions ______________________________
2. Take turns ______________________________
3. Is courteous ______________________________
4. Listens without interrupting ______________
5. Is cooperative with other children ______________________________
6. Assumes responsibilities appropriate to his mental age ______________
7. Exercises a resonable amount of self-control ______________________
8. Makes good - poor use of free time ______________________________
9. Has good - fair - poor attitude toward authority. ______________

GENERAL KNOWLEDGE

1. Knows first name ______________
2. Knows last name ______________
3. Knows telephone number ______________________
4. Knows street number (address) ______________
5. Knows name of school ______________________
6. Knows name of current month ______________
7. Knows day of week ______________________
8. Understands name of current season and its significance ______________
9. Is aware of science concepts in immediate environment ______________
10. Can tell time on the hour - half hour - quarter hour - by the minute. __________

SAMPLE

SOCIAL DEVELOPMENT

1. Participates in group discussions ( ) Usually ( ) Seldom
2. Listens while others speak ( ) Usually ( ) Seldom
3. Loses his temper ( ) Usually ( ) Seldom
4. Reacts to criticism favorably ( ) Usually ( ) Seldom
5. Tries to attract undue attention ( ) Usually ( ) Seldom
6. Keeps quiet during study time ( ) Usually ( ) Seldom
7. Treats others courteously ( ) Usually ( ) Seldom
8. Speaks too loudly ( ) Usually ( ) Seldom

* * * * * * * * * * *

WORK HABITS

1. Works well by himself ( ) Usually ( ) Seldom
2. Settles down to work quickly ( ) Usually ( ) Seldom
3. Makes good use of time ( ) Usually ( ) Seldom
4. Does neat work ( ) Usually ( ) Seldom
5. Works quietly ( ) Usually ( ) Seldom
6. Reads or listens to directions before starting to work ( ) Usually ( ) Seldom
7. Follows directions carefully ( ) Usually ( ) Seldom
8. Brings needed materials to class ( ) Usually ( ) Seldom
9. Completes work on time ( ) Usually ( ) Seldom
10. Puts things away properly ( ) Usually ( ) Seldom

SAMPLE

PARENT-TEACHER INTERVIEW GUIDE SHEET

NAME ______________________________ GRADE __________ DATE ____________
Last First

1. Strengths: (Scholastic)

2. Weaknesses:

3. Social Adjustment:

4. Comments:

SAMPLE

STUDENT SURVEY OF TEACHING-LEARNING ENVIRONMENT

Adapt this measure to your own particular objectives

The purpose of this survey is to assist teachers in examining the opinions of students about teaching and learning. Please be honest in telling How Often you think your teacher does the things listed below.

HOW OFTEN
1. Never
2. Seldom
3. Usually
4. Sometimes
5. Always
-- Don't know (leave blank)

YOUR TEACHER

1. Has a sense of humor.
2. Respects your ideas and concerns.
3. Helps you to develop skills in understanding others.
4. Accepts your feelings.
5. Provides an opportunity for you to let the teacher know how you feel about class.
6. Is enthusiastic about working with you.
7. Sees you as a responsible person.
8. Helps you to develop skills in separating fact from opinion.
9. Likes you.
10. Helps you to develop skills in understanding yourself.
11. Treats you fairly.
12. Helps you to develop skills in communicating with others.
13. Provides an opportunity for you to make judgments about your own progress.
14. Accepts differences in students.
15. Helps you individually when you need it.
16. Helps you to develop skills in listening.
17. Is easy to talk to.
18. Helps you to develop skills in organizing materials.
19. Understands you.
20. Has an interesting class.
21. Trusts you.
22. Accepts you where you are in the subject matter.
23. Helps you to develop skills in making decisions.
24. Is sincere.
25. Helps you to develop skills in finding information.
26. Keeps your attention and interest throughout the class period.
27. Encourages you to make judgments about your own progress.
28. Starts class in a way that encourages your attention and interest.
29. Helps you to develop skills in using time wisely.
30. Supports, reinforces and encourages you.

SAMPLE

Name of child____________________

Date____________________

Name of examiner____________________

QUESTIONNAIRE FOR SOCIOGRAM

1. Which one of the boys and girls in our room do you think would be a good leader?____________________

   Who would be another good leader?____________________

   Who would be another good leader?____________________

2. If you were going to choose three boys and girls in our room to play with, whom would you choose first?____________________

   whom would you choose next?____________________

   whom would you choose next?____________________

3. Which one of the boys and girls do you think can tell the best story?

   ____

   Who can tell the next best story?____________________

   Who can tell the next best story?____________________

INFORMAL ASSESSMENT OF LEARNING STYLES

SAMPLE

Test for Three Types of Learners

by

Wyna Baxter

How do you determine which type of learner a student is?

Is he a VISUAL LEARNER?
Is he an AUDIO LEARNER?
Is he a KINESTHETIC LEARNER?

To answer these questions, the following simple test has been used successfully by the author.

To give the test, you need:

1. A group of not more than 13 students as it is difficult to observe more than that number of students at one time.

2. A list of the students' names which you can mark and observe their reactions:

   V - Visual learner
   A - Audio learner
   K - Kinesthetic learner

Reactions to watch for:

VISUAL LEARNERS will usually close their eyes or look at the ceiling as they try to recall a visual picture.

AUDIO LEARNERS will move their lips or whisper as they try to memorize.

KINESTHETIC LEARNERS will use their fingers to count off items or write in the air.

THE TEST

Start by telling your students that you are going to give them a test to determine what kind of learners they are: VISUAL, AUDIO, KINESTHETIC

This test consists of remembering a list of items. First, you will WRITE the list on the board, allowing the students to watch you, but they must not copy it. Next, you will give them the list ORALLY. You will not write it and neither must they. Then, you will dictate the list ORALLY to them and they will write it down.

Note: Most predominant characteristic is used as symptom.

SAMPLE

FIRST PRESENTATION

1. Write the list on the board while the students are watching. Do not let them write.

2. Allow students to view the list for approximately one minute while researcher observes their reactions and marks the symptom after students' names.

   Symptoms:

   Visual Learners - close their eyes or look at the ceiling. (V after name)

   Audio Learners - move their lips or whisper. (A after name)

   Kinesthetic Learners - count the items on their fingers or write in the air. (K after name)

3. Erase the list.

4. Ask: "Who would like to repeat the items to me?"

5. Observe that the visual learners will wave their hands with enthusiasm.

6. Call on them to recite orally, one at a time. (Note that after a few students have recited a few more timid hands will go up.) These usually are audio learners who have learned the list, not by seeing it, but by hearing the other students say the items.

7. As you notice a student's symptoms, make a V, A, or K after his name.

   LIST OF WORDS

   Toothpaste
   Soap Powder
   Cotton
   Stationery
   Razor Blades

SECOND PRESENTATION

1. Dictate the list orally (no writing by either researcher or students). Repeat the dictation a second time. Pause for a moment after each item.

2. Observe that the Visual Learners will close their eyes to try to see the items. The Audio Learners will whisper each item after you say it. The Kinesthetic Learners will use their hands to mark off the number of items or will write the words in the air.

3. Ask, "Who would like to repeat the list?"

4. The Audio Learners will be the most eager to respond, although the other students will also make an attempt.

LIST OF WORDS

Folder Paper
Talcum Powder
Nail File
Cough Drops
Shaving Cream

THIRD PRESENTATION

1. Tell the students to have pencil and paper ready to write the list as you dictate it orally. Tell them you will not count spelling. In fact, spell any words as you dictate if you see the spelling creates a problem.

2. After you have finished dictating the list, tell the students to rewrite the list, and to look at the one they have written from your dictation.

3. When they have finished rewriting the list, tell them to turn the paper over and write the list from memory.

4. After they have finished, check to see which students have been able to repeat the list wholly or in part.

5. Notice that students who were unsuccessful in either the first or second presentation of the test are frequently the first ones finished.

LIST OF WORDS

Aspirin
Lipstick
Band Aids
Razor Blades
Fountain Pen

FORMAL ASSESSMENT

Most of our previous psychometric and achievement tests have been used primarily for classification purposes. They generally yield a total score to allow classification into broad categories for placement purposes. Tests that yield only an MA or an IQ or tests that yield only a grade level score may be considered a classification test. A typical reading achievement test, for example, renders a reading grade or a reading age. A child of 9 years of age with an IQ of 105 who is currently in the fifth grade may achieve a reading score of grade level 2.5. These scores classify this child as an intellectually average 5th grader who is reading at the second grade level. This information is, of course, valuable, but actually does not pinpoint the areas of difficulty the child has so that the teachers can institute a proper remedial program.

Teachers need to have information from specific diagnostic tests to help them organize remedial programs. Dissatisifaction with classification instruments has led to the development in recent years of more definitive diagnostic tests.

FREQUENTLY USED TESTS IN ASSESSMENT

The continued development of new and revised editions of diagnostic and remedial tools brings a deluge of information faster than we can digest it. Parents concerned for their children ask specific questions about tests that are sometimes difficult to answer because there are so many of them administered by the various specialists. The following list of tools or devices is only a sample of assessment instruments on the market today.

In general, tests are used to sample behavior to provide additional or more specific information than is available to the teacher in the classroom situation. Results are used to help children gain the most that they can from their educational experiences.

I. Tests of Learning Ability: (Diagnostic)

The Stanford Binet Tests: (Stanford revisions of the Binet Scales of Intelligence) An age scale standardized from age 2 to adult. Verbal and performance tasks tap such areas of ability as general comprehension, visual-motor ability, arithmetic reasoning, memory and concentration, vocabulary and verbal fluency, and judgment and reasoning. Yields a mental age and IQ score.

Arthur Point Scale: A series of performance tasks standardized for ages 4 to adult. Directions may be given in pantomine, so the test is appropriate for deaf or hard-of-hearing children. Abilities samples include memory, visual-motor coordination, abstract thinking, and visual alertness.

McCarthy Scales of Children's Abilities: An age scale for ages 2½ to 8½ sampling abilities in the areas of general cognitive ability, verbal facilitation, perceptual performance, quantitative, memory, and motor abilities. Results are combined to yield the GCI (general cognitive index).

Minnesota Pre-School Scale: In general, this test taps the same areas as the Binet scales, but is more comprehensive and somewhat more accurate for the pre-school aged child because of standardization techniques at that age leve. The test yields a verbal IQ, non-verbal IQ, and total IQ.

The Wechsler Tests: (Wechsler Intelligence Scale for Children Revised, Wechsler Adult Intelligence Scale, Wechsler Pre-School and Primary Scale of Intelligence) WPPSI: ages 4&5; WISC: ages 5 to 15 years 11 months; WAID: ages 16 to adult. Point scales to determine ability in verbal and performance areas. Verbal area are general information, comprehension, arithmetic, concept formation, vocabulary, and attention span; performance areas are picture completion, picture arrangement, block design, object assembly, coding, and mazes. Test gives verbal IQ, performance IQ, and full scale IQ.

Cattell Infant Intelligence Scale: A continuation of the Binet from age 2½ to infancy (about 3 months). Oriented largely toward psysiological development.

Detroit Tests of Learning Aptitude: A battery of 19 tests with separate mental age norms and subtests for ages 4-0 to adult.

Nebraska Hiskey Test of Learning Aptitude: Suitable to use in assessment of both deaf and hearing populations of psycholinguistic abilities. Norms are provided from 2.6 to 17 years 5 months.

Slosson Intelligance Test: A brief intelligence scale tapping approximately the same areas as the Binet. Ages 3 to adult. Administered individually.

II. Tests of Learning Ability (Screening)

Raven Progressive Matrices: A non-verbal test to assess mental ability in solving problems presented in abstract figures and designs. Ages 5 through 11.

Leiter International Performance Scale: An individually administered non-verbal test of intelligence for ages 2 through adult.

Columbia Mental Maturity Scale: An individually administered non-verbal test of intelligence requiring no verbal responses and minimal performance responses. Good for ages 3 to 10.

Ammons Full Range Picture Vocabulary Test: An individually administered non-verbal intelligence test for ages 2½ through adult.

Peabody Picture Vocabulary Test (PPVT): An individually administered test of verbal intelligence by measuring receptive vocabulary for ages 1-9 to 18-0.

III. Tests of Academic Achievement

Wide Range Achievement Test: Test of reading (completion) (word recognition and pronunciation), spelling and arithmetic with norms from kindergarten through college.

Peabody Individual Achievement Test: Test individually administered to assess achievement in math, reading recognition, reading comprehension, spelling, and general information. Grade and age norms are given for kindergarten through 12 levels.

IV. Tests of Visual-Motor Coordination: (Diagnostic)

Beery-Buktenica Visual-Motor Integration Test: Tests visual-motor integration through geometric form-copying for ages 1-9 to 15-5 with separate norms for males and females.

Frostig Developmental Test of Visual Perception: Test of visual perception including the following five subtests: eye-hand coordination, figure-ground perception, form constancy, position in space, and spatial relationships for ages 3-0 to 7-9.

Boehm Test of Basic Concepts: Designed to appraise the young child's mastery of concepts commonly found in pre-school and primary grade instructional materials and that they are essential to understanding oral language. It is used as both a diagnostic and remedial or teaching instrument.

McDonald Deep Test of Articulation: A speech articulation test which evaluates phonetic productions through paired pictures and sentences. Enables the speech correctionist to identify the sound combinations normally in error that approximate closest to the correct response.

Goldman--Fristoe Test of Articulation: A systematic assessment of defects in articulation. Examines major speech sound production in the initial, medial and final position in spontaneous words. Assesses sound production in connected speech and tests for stimulability.

Goldman-Fristoe-Woodcock: Auditory Skills Test Battery: A wide range of diagnostic instruments is provided for the assessment of auditory skills.

Fisher-Logeman Test of Articulation Competence: Designed to implement the examination of the phonological system in an orderly framework, to facilitate accurate and complete analysis and categorization of articulatory errors.

Engleman Basic Concept Inventory: A broad checklist of basic concepts that are involved in new learning situations in the first grade. The inventory attempts to provide information about skills that are perhaps more basic, less likely to be taught and less likely to be noticed or diagnosed by the teacher. It is designed for children who are preparing for beginning academic tasks. May be given to children as old as ten.

Northwestern Syntax Screening Test (NSST): A screening instrument only: Used to identify those children between 3 and 8 years of age who may be sufficiently delayed in syntactic development to warrant further study. Measures both receptive and expressive use of syntactic forms.

Assessment of Children's Language Comprehension (ACLC): A receptive language scale designed to determine the number of elements which a child can precess. Provides a description of the level at which the child is unable to process lexical items.

Lindamood (LAC): Measures sound sequencing skills and ability to determine likenesses and differences in sounds.

V. Reading Tests - which include those authored or published by;

Lyons & Carnahan, Follett, Durrell, Gilmore-Oral, Gray-Oral, and Sivaroli among many others measure areas of oral and silent reading, listening comprehension, and specific reading skills.

VI. Developmental Tests:

Denver Developmental Screening Test: Screening instrument designed to identigy "children with developmental delays" in children ages 1 month

Developmental Tests cont.

to 6 years. This test measures four aspects of functioning: gross motor, fine-motor-adaptive, language, and personal-social development.

Daberon: A screening tool for 4, 5 and 6 year olds. Developed to sample the knowledge and skills of children as they begin school. It does not test children to their limits; it is designed to be a simple means of predicting readiness for school activities.

Pre-School Inventory: A brief assessment and screening procedure designed for individual use with children in the age range of 3 to 6 years. It was developed to give a measure of achievement in areas regarded as necessary for success in school.

Vineland Social Maturity Scale: A method for assessing the social development of a child by asking the parent to respond to a series of questions arranged by age levels from infancy to maturity. Often used when the child is unable or unwilling to participate in formalized direct testing. A social quotient is derived.

VII. Audiological Testing

Screening: Air conduction screening hearing test administered by the school nurse to determine minimal levels of hearing ability and to identify those children in need of further evaluation.

Pure Tone Audiological Testing: An air conduction test (sound transmitted through the ear) and bone conduction test (sound transmitted through the bones of the skull) are designed to test how faint a sound can be heard.

Speech audiometric testing is designed to test how well an individual is able to hear and understand speech rather than how faint a sound is heard.

All of the above audiological testing is administered in a sound-proof setting by an audiologist.

VIII. Vision Testing

Snellen Screening Test: Administered by school nurse to determine central distance visual acuity, i.e., student's acuity to perceive form at 20 feet. Form sense, or the ability to perceive the shapre of objects, has been called the essence of vision. A referral to a vision specialist is made when a student fails the recommended acuity standards.

Color Vision Test: Administered by school nurse to determine presence of defective color vision. Since no remediation is possible, results are used for counseling students and parents in vocational choices and guiding teachers in presentation of classroom work.

IX. Personality Tests

Personality Inventories and Rating Scales: Listing, enumerating, rating or weighting the personal, social, or emotional characteristics of an inficidual through interview, observation or self-report. An attempt to isolate or define those attitudes or personal characteristics that interfere with functioning in the school setting, either of an educational or social nature. Instruments of this type include the Bell Adjustment Inventory, Guilford-Zimmerman Temperament Survey, Gordon Personal Profile, SRA Adaptability Test, SRA Survey of Interpersonal Values, Thorndike Dimensions of Temperament, Tennessee Self-Concept Inventory, Personal Orientation Inventory, S-I Inventory, FIRO- F, Edwards Personal Preference Schedule, Omnibus Personality Inventory, K-D Proneness Scale, California Test of Personality.

The above instruments are used infrequently by school psychologists because of their time-consuming nature. They are not used by school psychologists without parent consent.

Projective Tests: A procedure for assessing an individual's attitudes, motivations, or dynamic traits by observing his behavior in a relatively unstructured, vague, or ambiguous context with standardized instructions, that does not compel any particular response. Sentence completion, word association tests, and the drawing of the human figure or family are of this type. The judgment of a well trained clinician is helpful in the determination of the nature of prolems that may be interfering with a child's own learning or that of others in his class, and in the determination of approaches to remedy or modify the situation. In addition to those mentioned above, other such tests or tools are the Michigan Pictures Test, Thematic Apperception Test (TAT), Children's Apperception Test (CAT), Rorschach Ink-blot Test, Holtzman Ink-blot Test, Rosenzweig Picture-Frustration (PF) Test, Make-a-Picture-Story Test (MAPS), House-Tree-Person Test, Bender Visual-Motor Gestalt Test, and the Hand Test.

Additional methods for obtaining personality information: Children display their personality in all their human relationships and in all their spontaneous endeavors. Thus, through observation, one may judge another in work and play activities. Spontaneous drawings, writing with per or pencil, drama, and themes or stories may be assessed for the personal characteristics of the author or artist. Additionally, the qualitative aspects of certain formalized activities, such as ability or interest tests show to some extent personal attitudes or characteristics.

Other diagnosticians combine assessment information from format tests with developmental diagnostic information in order to better understand the present levels of performance of a given student with a possible handicapping condition.

SAMPLE

SELECTED TESTS OF LANGUAGE BEHAVIOR TO ASSESS*

THE STRUCTURE AND CONTENT OF LANGUAGE

Language Structure	Tests
Phonology - Speech sounds	a. Templin - Darley Schreening and Diagnostic Tests of Articulation b. Goldman - Fristor Articulation Test c. The Deep Test of Articulation (Mc Donald) d. Developmental Articulation Test (Hejna)
Morpholoty - Word forms tenses, plurality possessive, comparative pronoun changes, prefixes suffixes	a. Test ot English Morphology (Berke) b. Exploratory Test of Grammar (Berry & Talbot) c. Auditory Test for Language Comprehension (Carrow) d. Northwestern Syntax Screening Test (Lee) e. Evaluation of Grammatical Capacity (Mennuk)
and	
Syntax - Word order phrase structure transformations	f. Grammatic Closure - subtest of ITPA (Kirk & McCarthy) g. Grammatical Comprehension Test (Beilugi - Klima) h. Analysis of spontaneous language samples i. Selected items from Peabody Language Development Kits
Semantics - Word meaning vocabulary (choice, variety and number) concepts (classifications, relational and logical)	a. Peabody Picture Vocabulary Test (Dunn) b. WISC: Vocabulary & Similarities subtest c. Binet: Vocabulary subtest d. ITPA: Auditory reception (Kirk & McCarthy) Visual reception Verbal expression Manual expression Auditory vocal association Visual motor association e. The Basic Concept Inventory (Engelman) f. Boehm Test of Basic Concepts (Boehm) g. Analysis of spontaneous language samples i. Selected items from Peabody Language Development Kits

Excerpted by David E. Yoder Ph. D

* The following information has been prepared by Dr. Yoder at the request of Lloyd Mosely for the convenience of the membership. Dr. Yoder presented information concerning language behavior at the 1971 ISHA Convention and many members have requested the listing of language assessment tests and the bibliography used by Dr. Yoder.

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	LANGUAGE EVALUATION SCALE	Reference
3 years	Repeats one series of 3 digits "Say 4-2 Now say. . 6-4-1 3-5-2 8-3-7	Gesell and Terman
3 years	Comprehension of one question "What must you do when you are sleepy?" (hungry, cold)	Gesell
3 years	Preposition directions (response to at least two) "Put the ball. . . a) on the chair b) under the chair c) in front of the chair d) beside the chair e) back of the chair	Gesell
3-0/3-6 years	Interpretation of Pictures Two 10 x 6 colored pictures of children sleeping in bed and eating at a table. "Look at these two pictures. See what they are doing here and here. Which one tells you (or makes you think) that it is night time?"	Hausermann
3-6 (3 out of 3)	Comparison of sticks (2" stick) (2¼" stick) "Which stick is longer?" a)________ b) __________ ________ ______________ c)____________ ____________	Terman
3-6 years (3 out of 3)	Comparison of balls (2 cut out circles) "Which ball is bigger?"	Terman
4 years	Comprehension of these questions. "What must you do when you are: sleepy, hungry, cold?"	Gesell
4 years	Naming objects from memory. Place three objects in a row before child Ask him to name each (if he cannot, examiner should do so.) Screen the objects with a board and cover one object with box. "Which did I hide?" (Suggested objects: auto, dog, shoe, cat, spoon, locomotive, doll, scissors, thimble, box)	Terman
4 years	Carries out four individual commands using prepositions. See item above.	Gesell

SAMPLE

4 years (3+)	Object identification through function. "Show me the one: a) we cook on (stove) b) we carry when it's raining (umbrella) c) that gives us milk (cow) d) that we read (book)	Terman
4 years (2+)	Number concept of 2 a) Put 2 blocks in front of 5 blocks. Ask, "how many?" b) Remove blocks and present 2 square beads, asking "How many?" c) Remove beads and place 4 beads before 5 and say, "Give me 2 beads and you take 2.	Terman
4 years (2+)	Opposite analogies. Say: a) Brother is a boy; sister is ________. b) In daytime it is light; at night it is ________ c) Father is a man; mother is a ________ d) The snail is slow; the rabbit is ________ e) The sun shines during the day; the moon at ________	Terman
4 years (2+)	Comprehension a) Why do we have houses? b) Why do we have books?	Terman
4-6 years (1+)	Repeating 4 digits. "I am going to say some numbers and when I am through, I want you to say them just the way I do. Listen carefully and get them just right." a) 4-7-2-9 b) 3-8-5-2 c) 7-2-6-1	Terman
4-6 years (2+)	"What is ________ made of?" a) chair b) dress c) shoe	Terman
4-6 years (2+)	Opposite Analogies a) Brother is a boy; sister is a ________. b) A table is made of wood; a window is made of ________. c) A bird flies; a fish ________ d) An inch is short; a mile is ________	Terman
4-6 years (1+) 5 years	Comprehension a) "What do we do with our eyes?" b) "What do we do with our ears?"	Terman

SAMPLE

5 years	Can identify (point to) on request a) a penny b) a nickel c) dime	Gesell
5 years (2+)	Number concept of three a) Give me three blocks. b) Give me three beads. c) Give me two blocks and one bead.	Gesell
5 years	Can identify four colors.	Gesell
	Carries out, in order, a command containing three parts. e.g. "Pick up the ball, put it on the table, and bring me the book.	
5 years	Definitions. a) "What is a ball?" b) "What is a hat?" c) "What is a stove?"	Terman
5 years (2+)	Memory for Sentences. "I want you to say something for me. "Say 'big boy (or girl'. Now say 'I am a big boy (or girl)'. Now say......... a) 'Jane wants to build a big castle in her playhouse.' b) 'Tom has lots of fun playing ball with his sister.	Terman
5 years (2+)	Counting four objects. Present the objects in a row in following series: a) 4 blocks b) 4 beads c) 4 pennies - Ask "how many" (for each series)	Terman
6 years	Knows right and left	Gesell
6 years	Number concept to 10 Responds correctly to 3 out of 4 requests as "Give me three blocks; give me 9 blocks, etc. When twelve are available.	Terman
6 years	Understands the following concepts: a) more and less b) a pair c) many and few d) across e) morning and afternoon	Hauserman
6-7 years	Reads on pre-primer level. Is able to read a pre-primer book and recognizes the majority of the words without having to refer to the pictures in the books.	Meachem

SAMPLE

LANGUAGE EVALUATION SCALE

EXPRESSIVE LANGUAGE

Item.	Language Age	Language Behavior	Normative Source
1.	6 months	Vocalizes to toys: vocalizes for social contact.	Gesell
2.	7 months	Combines vowel sounds: says a-a-aa when he cries; vocalizes recognition of familiar people.	Gesell
3.	8 months	Says "da-da" or "ma-ma" in babbling but not with reference to parents; babbling acquires inflection	Van Riper
4.	10 months	Vocalizes "ma-ma" and "da-da" and has one other "word": initates sounds such as cough or tongue click.	Gesell Meachem
5.	12 months	Echolalia: Imitates a number of syllables as well as sounds. Vocalizes two "words" other than "mama" and "dada."	Van Riper
6.	12-14 months	Accompanies gestures by vocalization, e.g. babbles while pointing. Spontaneously tries to imitate sounds such as adult exclamation.	Van Riper
7.	12-14 months	Marks with a pencil or crayon; amuses self for brief periods in this way.	Vineland(Soc. Maturity Scale)
8.	15 months	Has four or five words including names; uses jargon but usually indicates his wants by pointing and vocalizing. He says "ta-ta" or equivalent for "thank you."	Gesell
9.	18 months	Has a vocabulary of as many as 10 sizeable words; he names "ball" when shown it. May name one picture (dog, cup, shoe, etc.)	Gesell
10.	18 months	Asks for wants by naming objects; milk, cookie, etc.	Cattell
11.	18 months	Leaves off beginning and ends of phrases; common expression is "all gone."	Metraux
12.	21 months	Has vocabulary of 20 words; combines 2 or 3 words that express 2 or more different ideas, e.g., "daddy go bye-bye" (not just "go bye-bye"); echoes two or more last words.	Gesell
13.	21-24 mos.	Expressive vocabulary of at least 25 words, mostly nouns, some verbs, adverbs and adjectives; uses names of several familiar objects spontaneously and not merely when they are presented; talks in short sentences or phrases or subject-object combinations in a practical useful way.	Meachem

Language Evaluation Scale

SAMPLE

Item	Language Age	Language Behavior	Normative Source
14.	2 years	Vocabulary may exceed 50 words; jargon is discarded in favor of understandable but simple 3 word sentences; uses pronouns I, me and you although not always correctly. He soliloquizes, verbalizing his immediate experience, referring to himself by name ("Johnny fall down," etc.). Common expression "mine".	Gesell Metraux
15.	2 years	Names 3 or more common pictures such as those found in a Golden Book Dictionary; names as he leafs through the book.	Gesell Meachem
16.	2 years	Verbalizes for food, drink, and toilet. Asks for another__________. "wanting one for each hand.	Gesell Meachem
16.a	2-6 years	(Repeats 2 digits) See Receptive Language.	Terman
17.	2-6 years	Gives his full name.	Gesell
18.	2-6 years	Gives use of some of the test objects (ball, shoe, penny, pencil, etc.). Names test objects shoe, watch, telephone, flag, pack knife.	Gesell Terman
19.	2-6 years	Refers to self by pronoun rather than by name.	Gesell
20.	2-6 years	Speech activities are repetative.	Gesell
21.	2-6 years	Common expression is "I did."	Metraux
22.	3 years	Vocabulary has innumerable words; he speaks well-formed simple sentences.	Gesell
23.	3 years	Uses some plurals	Gesell
24.	3 years	Names pictures and on request tells the action, Muffet, etc.)	Gesell
25.	3 years	Knows a few rhymes. (Little Bo-Peep, Miss Motor behavior.)	Gesell
25.a	3 years	(Copies circle; Imitates cross. See Visuo-Motor behavior.)	Gesell
25.b	3 years	(Repeats 3 digits) See Receptive Language	Terman
26.	3 years	Names 8 pictures correctly (cup, kitty, shoe, house, flag, clock, star, leaf, basket, book).	Gesell
27.	3 years	Tells sex correctly in response to "Are you a little boy or a little girl?"	Gesell
28.	3 years 3-6	Relates experiences. Gives simple accounts of experiences or tells stories (unprompted) with sequential and coherent content and relavant detail.	Vineland

SAMPLE

Language Evaluation Scale

Item	Language Age	Language Behavior	Normative Source
29.	3-6/4 yrs.	Names all primary colors when shown.	Meachem
30.	4 years	Vocabulary in excess of 1500 words.	Miller etc.
31.	4 years	Counts 3 objects, pointing to each in turn.	Gesell
31.a	4 years	(Names objects from memory) See Prceptive Lang.	Terman
32.	4 years (2-)	Memory for sentences--Say "Big Boy." Now say, "I am a big boy." Now way, a) I like to eat ice cream cones. b) My watch has two hands. c) Give me just one of them.	Terman Gesell
33.	4/4-5 yrs.	Reads and tells a familiar story by way of pictures (Three Bears, etc.)	Meachem
33.a	4-6 yrs.	(Repeats 4 digits) See Receptive Language	Terman
34.	4-6/5 yrs.	Prints simple words such as first name or a few familiar words not using copy. Correct spelling not essential.	Vineland
35.	5 years	Counts 10 objects, pointing to each in turn.	Gesell
36.	5 years	Gives a descriptive comment while naming the objects in a composite picture.	Gesell
37.	5/5-6 yrs.	Relates fanciful tales; tells and experience or plan of action which is imaginative only.	Meachem
38.	5/5-6 yrs.	Names penny, nickle, dime; asks for them discriminately for varying purposes.	Meachem
38.a	5/5-6 yrs.	(Memory for sentences) See Receptive Language	Terman
39.	5-6/6 yrs.	Can count to thirty by ones upon requests; does not need help after beginning to count.	Meachem
40.	5-6/6 yrs.	Asks meaning of words: "What does _____ mean?" or a similar question.	
41.	6 years	Vocabulary in excess of 2500 words.	Miller, etc.
42.	6-7 years	Can tell a familiar story (Three Bears, etc.) including most of the detail.	Meachem

Criterion Referenced Testing

In an article by Dovid C. McClelland in the American Psychologist, 1973, six principles are described for the assessment of students:

1. The best testing is criterion sampling.
2. Tests should be designed to reflect changes in what the individual has learned.
3. How to improve on the characteristic tested should be made public and explicit.
4. Tests should assess competencies involved in clusters of life outcomes.
5. Tests should involved operant as well as respondent behavior.
6. Tests should sample operant thought patterns to get maximus generalizability to various action outcomes.

McClelland, David, "Testing for Competence, Rather Than for Intelligence", American Psychologist, Vol. 28, No. 1 January, 1973.

SAMPLE

DIRECTIONS

The individual criterion referenced record should follow the student from year to year, class to class.

Information for individual items is keyed to "Walsenburg Criterion Referenced Test" (Colorado) for Reading and Spelling. Items for scoring Math correspond to the Math subtest of the PIAT and a math computation work sheet. Information for penmanship performance is gathered by observation of how tasks are performed on the criteria stated.

In administering the criterion tests initially, stop when the student reaches a frustration level or misses 4 items in a row. During the year when the teacher feels the student has progressed, administer the items corresponding to the criteria. If he is able to respond correctly and daily performance indicates he has mastered the concept or skill, date the criterion. It is NOT necessary during the year to administer items over and over, but close observation of the child will tell you when he has mastered a particular concept. At the point you feel work is no longer needed in this area, place a date by the item.

Each item has a space for 5 checks. The 4th column is for date of MASTERY. The 5th column is for a re-check in subsequent years.

The first three columns may or may not have to be used for a particular item. If child is unable to perform the task put a date and -- or "0", or number missed, or particular letters unknown, or whatever is helpful to you in knowing what to go back to and help the student with when writing his prescription for learning. When mastery or understanding is reached, put an "OK" or "X" and the date.

After each section, space is provided for comments, notes, suggestions on working with student, anecdotal records. Always date and initial or sign your comments. This record will be helpful to others working with student as he progresses.

SAMPLE

SPELLING

Criteria is referenced to "Walsenburg Criterion Spelling Test." This test may be administered as a group test or individual test. Material in the test has been selected from several basal spelling texts. Words other than those used in the test may be substituted for testing as long as the skill tested corresponds. (Example: 3.9 demonstrates knowledge of adding suffixes to words to retain long and short vowels; a worksheet completed correctly with the same task would demonstrate understanding of this skill and would not necessarily have to be re-tested.)

	Date Checked			Date Mastered	Re- Chec
LEVEL 1					
1. Demonstrates ability to wrote vowel or consonant letter when its name is spoken.					
2. Demonstrates ability to write vowel or consonant letter when its sound is spoken.					
3. Spells familiar one-syllable words.					
LEVEL 2					
4. Demonstrates ability to write blends when pronounced.					
5. Demonstrates ability to write familiar one and two syllable words from auditory stimuli only.					
6. Given an ending sound, is able to spell rhyming words.					
LEVEL 3					
7. Encodes familiar multi-syllabic words by breaking them into meaningful unit/letter sounds.					
8. Spells correctly all dipthongs.					
9. Demonstrates knowledge of adding suffixes to words to retain long and short vowel sounds in root words.					

SAMPLE

LEVEL 4	Date Checked			Date Mastered	Re-Check
10. Spells unfamiliar multi-syllabic words					
11. Can spell words with suffix whose root ends in y.					
12. Spells words which are similar in consonant sounds.					
LEVEL 5					
13. Spells words which are similar in consonant sounds.					
14. Is able to discriminate correct and incorrect spelling.					
LEVEL 6					
15. Spells correctly words from 6th grade spelling list.					
. Spells correctly all suffix and prefix sounds.					
17. Spells homonyms correctly when context provided.					
LEVEL 7					
18. Demonstrates ability to spell 90% of words on 7th grade spelling list.					
19. Is able to discriminate spelling errors, select correct spelling.					
LEVELS 8-12					
20. Spells aloud or writes according to conventional standards.					
21. Uses dictionary to locate spelling of unfamiliar words.					

SAMPLE

READING

Administer items from Reading Test. When test is administered for the first time, start one to two grade levels below student's grade placement. Continue upward as long as child is demonstrating success. Discontinue test when frustration level is reached (4 to 5 items in a row missed). When administering periodic checks, back up to where success was last demonstrated and proceed from that point. It is NOT necessary to administer specific items from WCRT if items from another test or informal reading survey correspond exactly to criteria.

PRE-READING	Date Checked			Date Mastered	Re-Che
1. Can visually discriminate letters.					
2. Identifies alphabet letters by sound.					
3. Is able to blend together syllables and sounds to make a meaningful word.					
Reads a sequence of shapes or letters from left to right.					
5. Shows comprehension of a story by listening to a story and putting pictures in sequential order.					
PRE-PRIMER					
6. Reads 90% or more words from a Basic Pre-Primer sight vocabulary list.					
7. Shows auditory discrimination of ending rhyming sounds.					
8. Shows auditory discrimination of beginning consonants.					
9. Demonstrates ability to read in context at pre-primer level.					
0. Demonstrates comprehension of pre-primer material read orally.					

SAMPLE

PRIMER	Date Checked			Date Mastered	Re-Check
11. Reads 90% of the words from a basic primer sight vocabulary list.					
12. Identifies rhyming words.					
13. Identifies beginning sounds in pictures.					
14. Demonstrates reader can remember a story by putting sentences in sequence.					
15. Demonstrates reader can remember a story by answering questions about it.					
16. Demonstrates reader can remember a story by selecting the most appropriate title.					
FIRST READER					
17. Reads 90% or more of First Reader words.					
18. Identifies final consonants.					
19. Can orally rhyme words.					
20. Is able to discriminate beginning consonants.					
21. Demonstrates ability to read orally at first grade independent level.					
22. Demonstrates comprehension of first grade reading material.					
SECOND READER, FIRST LEVEL					
23. Reads 90% or more of the Dolch Basic Word List.					
24 Recognizes suffix endings.					

SAMPLE

	Date Checked			Date Mastered	Re Ch
25 Associates words containing diagraphs.					
26. Differentiates long and short vowel sounds in words.					
27. Demonstrates ability to read orally at 2-1 level.					
28. Demonstrates ability to comprehend 2-1 reading material at independent level.					
SECOND READER, SECOND LEVEL					
29. Knows two meanings for a word.					
30. Identifies antonyms (word opposites).					
31. Identifies root words.					
32. Identifies two-letter blends.					
33. Identifies initial diagraphs.					
34. Demonstrates 2-2 reading ability orally.					
35. Demonstrates ability to comprehend 2-2 reading material at independent level.					
THIRD READER					
36. Identifies and writes two-letter blends.					
37. Identifies and divides words of one and two syllables.					
38. Understands meaning of prefix and suffix.					

SAMPLE

	Date Checked			Date Mastered	Re-Check
39. Identifies vowel diphthongs.					
40. Demonstrates ability to read 3rd grade material orally at independent level.					
41. Demonstrates ability to comprehend 3rd grade material at independent level.					
FOURTH READER					
42. Identifies 90% of words on level 4 reading list.					
43. Identifies correct and incorrect syllabication, identifies prefixes, recognizes silent letters.					
44. Discriminates between facts and opinions.					
45 Demonstrates ability to read orally at 4th grade independent level.					
46. Demonstrates ability to comprehend at 4th grade independent level.					
FIFTH READER					
47. Demonstrates meanings of difficult words by matching synonyms.					
48. Makes analogous relationships.					
49. Demonstrates ability to divide words, place diacritical markings and identify root words.					
50. Identifies correctly 90% of words on 5th grade reading list.					
51. Demonstrates ability to read orally at 5th grade independent level.					
52. Demonstrates ability to comprehend 5th grade material at independent level.					

SAMPLE

SIXTH READER	Date Checked			Date Mastered	Re-Che
53 Identifies correctly 90% of words on 6th grade reading list.					
54. Demonstrates ability to read orally at 6th grade independent level.					
55. Demonstrates ability to comprehend at 6th grade independent level.					
56. Demonstrates ability to write or tell summary in sequence, of material read silently.					
SEVENTH READER					
57. Is able to discriminate likenesses and differences of words, demonstrating vocabulary comprehension.					
58. Demonstrates ability to read orally at 7th grade level.					
59 Demonstrates ability to comprehend material at 7th grade level.					
0. Demonstrates ability to summarize material read silently.					
EIGHTH READER					
61. Is able to discriminate likenesses and differences of words, demonstrating vocabulary development and comprehension.					
62. Demonstrates ability to read orally at 8th grade level.					
63. Demonstrates ability to comprehend material read at 8th grade level.					
64. Demonstrates ability to summarize material read.					
NINTH READER					
5. Is able to discriminate likenesses and differences of words, demonstrating word comprehension, comparative thinking, and word relationships.					

S A M P L E

	Date Checked			Date Mastered	Re-Check
67. Demonstrates ability to comprehend material read orally at 9th grade level.					
68. Demonstrates ability to summarize in writing material read.					
TENTH READER					
69. Able to discriminate likenesses and differences of words demonstrating comprehension, comparative thinking and word relationships.					
70. Demonstrates ability to read orally at 10th grade level.					
71. Demonstrates ability to comprehend material read orally at 10th grade level.					
72. Demonstrates ability to summarize in writing material read silently.					
ELEVENTH - TWELFTH READER					
Demonstrates ability to select independent material, read silently and comprehend.					
74. Is able to discriminate likenesses and differences of words--extended vocabulary, extended thinking.					

SAMPLE

PENMANSHIP

Items may be noted from daily performance in class or penmanship lessons. This section need not be administered as a formal test. Teacher observation is sufficient for noting and recording criteria.

PRESCHOOL	Date Checked			Date Mastered	Re- Che
1. Places paper correctly on desk (for right or left hand).					
2. Holds pencil correctly.					
3. Places writing hand below line of writing.					
4. Uses non-writing hand to support paper.					
Makes separate strokes left to right.					
6. Makes all round strokes round.					
7. Makes stick figures using straight lines, circles and/or parts of circles.					
8. Copies vertical cross(x).					
9. Copies oblique cross(x).					
FIRST					
10. Makes capital letters to touch top and bottom lines.					
11. Spaces evenly between letters.					
12. Traces first name.					

SAMPLE

	Date Checked			Date Mastered	Re-Check
13. Prints first name copying model.					
14. Prints first name without model.					
15. Traces letters and numbers.					
16. Prints letters and numbers, copying model.					
17. Makes lower case letters with base on bottom line.					
18. Prints own first name in lower case using a capital firts letter.					
19. Prints first and last name.					
Prints letters and numbers from left to right.					
SECOND					
21. Spaces evenly between words.					
22. Prints meaningful words, copying models.					
23. Prints simple words without model.					
24. Prints all letters in alphabet and numbers 0-9 correctly without model					
25. Prints simple sentences copying model.					
26. Prints simple sentences without model.					
27 Slants paper on desk (left for right-handed, right for left-handed).					

SAMPLE

THIRD - ADULT	Date Checked			Date Mastered	Re- Ch
28 Writes upper case and lower case cursive letters.					
29. Traces letters of first name, using capital first letter.					
30. Writes own first name, copying model, letters joining.					
31. Writes own first name without model.					
32. Writes own signature.					
33. Joins all letters of word (crosses t's, dots i's and j's after word is completed).					
34. Writes meaningful words, copying models.					
Writes simple words without models.					
36. Leaves only small space between words in a sentence.					
37. Prints/writes legibly using consistent slant, pencil pressure, and spacing between letters.					

MATH

Criteria is referenced to the PIAT math subtest and a simple computation test. Other criteria may be used if desired, such as items from the WRAT, KEY MATH, or math texts, but the skills tested should correspond EXACTLY. Periodic checks are important to make certain students retain skills learned. The PIAT was selected due to its comprehensive format and east to administer, but like items in other tests may be used to avoid memorization of particular plates in rechecking.

NOTE: The letters PP in the criteria refer to PIAT Plate number to be used. The letters MCT refer to Math Computation Test items.

LEVEL K	Date Checked			Date Mastered	Re-Check
1. Can match like numerals. PP-1, 2, 3, 4					
Understands the concept of "biggest." PP-5					
3. Understands the concept of "shortest." PP-6					
4. Is able to add 1 to a given number. PP-7					
5. Understands concept of "less." PP-8					
6. Can count concrete objects or less than 10 in a group. PP-9					
7. Can write numerals sequentially 1-10. MCT-1					
LEVEL 1-1					
8. Can match number and numeral. PP-10					
9. Understands the concept of "curved." PP-11					

SAMPLE

	Date Checked			Date Mastered	Re- Ch
10. Can recognize numerals in the 20's. PP-12					
11. Understands the concept of "half." PP-13					
12. Is able to subtract simple problems orally. PP-14					
13. Understands the concept of "youngest." PP-15					
LEVEL 1-2					
14. Knows the number of pennies in a nickel. PP-16					
15. Knows the numbers before and after a given number up to 10. PP-17					
16. Knows the value of a dime, a nickel and a penny. PP-18					
17. Knows the number of days in a week. PP-19					
18. Understands simple fractions of concrete items. PP-20					
19. Is able to tell the hour on a clock. PP-21					
20. Understands the meaning of "double." PP-22					
21. Understands the concept of "pair." PP-23					
22. Can do simple subtraction orally. PP-24					
23. Can do simple addition horizontally and vertically. MCT-2					
24. Can do simple subtraction horizontally and vertically. MCT-3					

SAMPLE

LEVEL 2	Date Checked			Date Mastered	Re-Check
25. Knows numbers before and after a given number up to 100. PP-25					
26. Is able to add a 2-digit and 1-digit combination. PP-26					
27. Understands the concept of "older." PP-27					
28. Is able to tell time. PP-28					
29. Understands money concepts up to a half dollar. PP-29					
30. Understands simple expanded notation. MCT-4					
31. Can regroup to add 2-digit problems. MCT-4					
. Can regroup to substract 2-digit problems. MCT-5					
LEVEL 3					
33. Recognizes and understands the meaning of the multiplication symbol (x). PP-30					
34. Is able to divide into groups of 2. PP-31					
35. Is able to divide into groups of 3. PP-32					
36. Understands the relationship of equidistance between numerals. PP-33					
37. Is able to multiply through the 5's. PP-34					
38. Can regroup to add 2 and 3-digit problems. MCT-6					
39. Can regroup to subtract 3-digit problems. MCT-7					

S A M P L E

	Date Checked			Date Mastered	Re-Che
40. Understands simple multiplication. MCT-8					
LEVEL 4					
41. Knows the number of days in a year. PP-35					
42. Knows multiplication tables thru the 7's. PP-36					
43. Is able to count by 5's. PP-37					
44. Can group by 100's. PP-38					
45. Can divide by 3's. PP-39					
46. Understands 3-place subtraction. MCT-9					
47. Can subtract decimal numbers. MCT-9					
48. Can multiply 2-place problems. MCT-10					
49. Can compute simple division. MCT-11					
LEVEL 5					
50. Knows the number of inches in a yard. PP-40					
51. Can recognize a triangle. PP-41					
52. Understands money concepts thru $1.50. PP-42					
53. Is able to multiply 1 digit times 2 digits. PP-43					

SAMPLE

	Date Checked			Date Mastered	Re-Check
54. Understands the concept of zero when computing in any of the 4 processes. PP-44					
55. Can compute column addition. MCT-12					
56. Can add mixed fraction. MCT-12					
57. Can subtract mixed fractions. MCT-13					
58. Can multiply 2 and 3-digit problems. MCT-14					
59. Can divide with 2-digit divisor. MCT-15					
LEVEL 6					
60. Given a specific time and a specific passage of time, student is able to identify the current time. PP-45					
61. Is able to multiply 1,000 times a given number. PP-46					
62. Can subtract fractions. PP-47					
63. Understands units of ten as place holders. PP-48					
64. Can add pints and quarts. PP-49					
65. Can do column addition using 3-digit numbers. MCT-16					
66. Can multiply using decimals. MCT-17					
67. Can multiply simple fractions. MCT-17					

SAMPLE

	Date Checked			Date Mastered	Re-Che
68. Can divide simple fractions. MCT-18					
69. Can compute percentages. MCT-19					
LEVEL 7					
70. Is able to divide using 2-digit numerals as divisor. PP-50					
71. Understands concept of tens, hundreds, thousands. PP-51					
72. Can work one-step thought problems utilizing division. PP-52					
73. Can read a thermometer. PP-53					
Can add feet and inches. MCT-20					
75. Can divide using decimals. MCT-21					
76. Can multiply mixed fractions. MCT-22					
LEVEL 8					
77. Is able to compute sums in terms of "tens" and "ones." PP-54					
78. Understands fractional equivalents. PP-55					
79. Understands the meaning of "radius." PP-56					
80. Is able to compute the area of a rectangle in square feet. PP-57					
81. Can change a percentage to a decimal. MCT-23					

SAMPLE

	Date Checked			Date Mastered	Re-Check
82. Can change a fraction to a percent. MCT-24					
83. Can find an average. MCT-25					
LEVEL 9					
84. Is able to work 2-step thought problems. PP-58					
85. Understands fractional parts of a yard. PP-59					
LEVEL 10					
86. Is able to read a gas pump. PP-60					
87. Can understand and work 3-step thought problems. PP-61					
LEVEL 11					
88. Can solve algebraic equations using exponents. PP-62					
89. Is able to follow a logical, sequential pattern in solving thought problems. PP-63					
LEVEL 12					
90. Knows the terms and concepts of geometric angles. PP-64					
91. Understands the relationship of zero in the 10-numerical system when multiplying & dividing. PP-65					
92. Is able to work 2-step thought problems using percentages. PP-66					
93. Understands factors of algebraic equations. PP-67					
94. Understands concept of polygon. PP-68					

INTERRELATING TEST SCORES

Educational programs for handicapped children and youth assume that the instructor has a general understanding of the learning process of each child with whom he or she is working. Practitioners, however, frequently express dissatisfaction with their level of understanding regarding their students' learning skills, a fact not surprising in the light of the lack of empirically based descriptions of the learning performance of the handicapped. In Fallagher's (1975) recent review of child development research and exceptional children, the most frequently identified research need is for identification and understanding of the basic learning processes and strategies by which the handicapped child processes information. The accumulation of such information would provide program planners and teachers with more precise bases upon which to build programs.

All activities that contribute information or data to the teacher's knowledge of the child and his problem constitute the total evaluation process. It is this information that is synthesized and used to formulate an appropriate instructional intervention for a particular child. The elements of the total evaluation fall naturally into two divisions: the administration and interpretation of standardized tests (the formal evaluation) and the use of informal diagnostic techniques (the informal evaluation). While the teacher may administer an occasional test, he is more likely to depend upon the informal approaches to assessment, leaving the bulk of the formal testing to other school personnel.

Paper Presented by:
Hammill, Donald E., "Evaluating Children for Instructional Purposes", Temple University Philadelphia, Pennsylvania

EDUCATIONAL ASSESSMENT AND PLANNING: THE BASIS FOR INDIVIDUALIZING CLASSROOM INSTRUCTION

Individualized teaching has as its hallmark the matching of student needs and characteristics with appropriate methods and materials.

Individualized assessment and planning provides the teacher with the information needed to make the appropriate selection of methods, materials and activities which best suit the child's educational, emotional and social needs.

Individual assessment and planning will inform the teacher of the student's: modality preference, rate of learning, attention span, gross and fine motor coordination and specific skills.

MODALITY PREFERENCE:

Some children learn best by hearing, others by seeing and still others by touching and moving. One child, for example, in learning sounds and symbols, may need to use letter tiles or sandpaper letters before working directly with written symbols. The need of a child for tactile learning experiences is not necessarily a reflection of a learning deficit, but rather an expression of a specific learning style to which the teacher has the capability and responsibility to respond.

RATE OF LEARNING:

Each child has a unique rhythm of learning. Some children require small instructional steps while others grasp concepts at a faster pace. Arrange class work so that each student is competing with self and not with classmates. Honor each student's rate of learning by being flexible with the required amount of time expected for a task to be performed or a skill to be acquired.

ATTENTION SPAN:

The individualized education assessment should indicate the length of time a child can focus on a given task. Determine the uninterrupted time that a student may need for any activity, instructional or otherwise. Keep in mind that the amount of time changes with the nature of the activity. Eliminate distracting elements and provide the students with well spaced, brief learning periods.

Sometimes the child will perseverate on a single detail and may need to be redirected in order to break this 'staying' pattern. It is wise to prepare or present material which clearly distinguishes between background and foreground. Discuss, explain and focus the child's attention to the specific task at hand. Establish a signal, for example, ringing a bell or turning off the lights, to help the child learn to shift from one task to another.

GROSS AND FINE MOTOR COORDINATION:

The teacher's knowledge of the student's relative abilities to write, use manipulatives and to move provides information to direct the selection of appropriate methods, activities and materials. For example, a student who has difficulty writing might be able to record a report on tape, thereby meeting with success and avoiding unnecessary frustration.

SPECIFIC SKILLS:

The individualized education assessment presents a profile of the student's hearing, visual, speech and language abilities. This data may suggest special seating, materials and techniques to accommodate a child's hearing or visual needs or be indicative of the reading or math materials appropriate to the student's current levels of competency.

Specialized education is not static. It is a dynamic process which requires the teacher to select a sequence of learning activities, methods and materials which are tailored to the learning objectives and current needs of the student. Only by careful and continuous observation may the child's ever changing educational needs be met.

Additional strategies for specializing and individualizing education may include:

-creation of a learning milieu which minimizes physical, emotional and social barriers.
-utilization of task analysis techniques in which the teacher analyzes the specific steps of a skill to be taught.
-application of a sequential developmental technique, relating previously learned skills to a new task.
-utilization of the student's strengths while developing weak areas.
-repetition of concepts presented in varying contexts and iwth different materials.
-creation of student 'buddy teams' for review and reinforcement.
-use of concrete, extrinsic rewards where necessary, while encouraging the student's acceptance of intrinsic rewards.

By Schmidt, Judith SEIMC-NYC-BOE Project Associate

The best article we have read which has been used as an inservice reference is the following. Please review the total article of information. Comments are excerpted from APPLICATIONS OF PSYCHOEDUCATIONAL EVALUATION by Anne L. Langstaff.

"A second grader once informed me that education is "how kids learn stuff." This parsimonious definition is very satisfying because it contains all the essential elements--a who, a what, and a process; it also helps us to identify a critical problem in special education today. Psychologists usually know a lot about children, and something about learning; teachers generally have an abundant knowledge of the content of the curriculum. The problem is one of communicating, integrating, and utilizing these sources of information in educational planning for the exceptional child."

"It is abundantly clear to all of us that teachers and psychologists must search together for new avenues of communication and patterns of interaction if we are to be successful in planning effective instructional programs for the special child."

"Effective educational planning is thus seen to be continual recycling through various input and output channels where check points are specified and the alternatives which lead to adaptation and correction of the process are built into the system. Effective educational planning depends on three kinds of information:

1. All we know about the child.

2. All we know about the subject matter or behavior which the child is to learn.

3. And all we know about methods and materials which will help the child to learn the desired behavior or subject matter content."

SAMPLE

HOW CAN I HELP AS A TEACHER?

- Look at yourself as a teacher.
- Look at the classroom environment.
- Look at the child (past and present).

So often we are guilty of "hardening of the categories". We delight in making generalizations, convincing ourselves that we know exactly what to expect of students, and determining what they can and cannot do on the basis of labels and categories, So, remember that the suggestions given should be evaluated and patterned to meet the unique needs of each student.

SYMPTOM	TRY THIS
Hyperactivity	
continuously in motion overexcitable humming tapping or touching	carrel as a work office short assignments structured assignments assignments on achievement level task-activity period-task routine.
Impulsiveness	
acts without thinking calls out in class demands immediate attention interrupts reacts then feels bad about it the class "scapegoat"	positive discipline (firm touch) remind child he'll get a turn self-correcting center activities structured assignments short assignments
Distractibility	
sensitive to exterior stimuli short attention span	carrel as a work office reduce stimuli around his desk avoid unnecessary extra supplies structured assignments short assignments earphones with input through a mic (speaker talks into mic & information goes into ear without outside stimuli interfering)
Disorganization	
shoelaces untied buttons unbuttoned zipper down messy desk sloppy work can't make decisions loses supplies	don't "bug" him about his messes provide him with organization chart of days activities papers one at a time short specific directions minimize the supplies in his desk require 20 pencils at first of school & as he needs one give it to him.

SAMPLE

SYMPTOM	TRY THIS
Aggressiveness hitting, tripping angry bully tactics	keep him busy (centers, errands) don't argue with him use a soft, firm voice pinpoint behaviors to modify (1 at a time) positive reinforcement
Withdrawn quiet doesn't volunteer in groups daydreams	positive reinforcement praise and recognition plan for academic success listen to story then read it review before a test call on him when he knows answer group work--1 or 2 children at first puppet plays slide-tape reports
Visual-Motor Problems (auditory learner) reversals poor handwriting hyperactive bumps into things mouths during silent reading	phonetic method of reading reinforce visually allow oral responses (tests, etc.) allow crutches in reading book markers slot type markers fingers use taped lessons use Language Master use handwriting aids oral directions to form letters tactile aid--glue over letters color code fomation of letters color code lines on paper cursive--m,n,y,z, teach 1st a, o, d, c, g last choral reading large print books (for poor sighted) rebus writing alternative reports slide-tape shows picture projects teach typing copying from board--use a carbon copy of another child's work use graph paper to aid in spacing and keeping math in columns

SAMPLE

SYMPTOM	TRY THIS
Auditory-Vocal Problems (visual learner)	
speech problems	sight method of reading
shy	reinforce with auditory
1 word responses	use look-say method of word attack
phonetics hard for him	minimize exterior noises
similar sounds confuse him	use context clues
ch--sh t--p	use configurational clues
g---k s--z	use Language Master

REFERENCES, RESOURCES AND MATERIALS

The Resources for this manual, "Assessment, Identification, and Referral for the Handicapped Student", contain selected reading, teaching aids, and audio visual media. This will provide the trainer and teacher with an overview of the processes of screening the special child to appropriately assess needs for identification and proper referral. The enclosed references and resources are not intended for a teacher or an inexperienced lay person to administer tests or attempt evaluation on students; but rather to be aware of tools and additional information that are available to assist the classroom teacher to better understand the special child in the classroom. It is further expected that these resources will help classroom teachers determine and evaluate methods, materials and techniques that they are presently utilizing in order that they might better adapt future programming and remediation with special students in the classroom.

RESOURCES AND REFERENCES ON "ASSESSMENT, IDENTIFICATION AND REFERRAL OF THE HANDICAPPED STUDENT"

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Valett, Robert E. Prescriptions for Learning, Fearon Publishers, Belmont CA 1970 *A Parent's Guide to Remedial home Training

Veatch, J. The materials and diagnosis of reading problems. In J.L. Frost (Ed.), Issues and Innovations in the Teaching of Reading, Atlanta; Scott, Foresman, 1967.

Whelan, Richard J. Strategies for Teaching Exceptional Children Love Publishing Co. Denver, CO 1973 Part III pages 249-416

SELECTED READINGS (ELEMENTARY LEVEL)

Clarke, L. Can't Read, Can't Write, Can't Talk Too Good Either Maryland: Penquin Books, 1974

Hammill, Donald D. and Nettie R. Bartel Teaching Children with Learning and Behavior Problems Allyn and Bacon, Inc. 1975

Uslan, M. Comic books come to class. Reading News Report, 1973, VII (3), 4.

SELECTED READINGS (SECONDARY LEVEL)

Adams, A.H. and Shuman, R. Winning to build an atmosphere for secondary school reading. Journal of Reading, 1972, 16(1), 20-24

Bailey, Evalyn James, Academic Activities for Adolescents With Learning Disabilities, Learning Pathways, Inc. P.O. Box 1407 Evergreen, CO 1975

Early, M.J. Taking stock: Secondary school reading in the 70's Journal of Reading, 1973, 16(5), 364-373

Muehl, S. and Forrell, E.R. A follow-up study of disabled readers: variables related to high school reading performance. Reading Research Quarterly 1973-74 IX(1), 110-122

NEW GUIDES FOR YOUR REVIEW AND CONSIDERATION

Pennsylvania Training Model Individual Assessment Guide

M. Ellen Somerton, Keith D. Turner.

Here is a perfect tool to help in individualized planning for severely handicapped individuals. There are four steps in the model:

a) an overview of the child's skill development
b) each of the major areas is broken into smaller developmental units from competency checklists
c) the developmental units are further reduced into sequentially smaller steps through task analysis, and
d) an educational objective is written and a prescriptive teaching approach is employed to achieve the objective. This assessment guide provides teachers with a means to assess and document basic skills.

January 1976. 90 pp. Stock No. 124 . . . .$3.25

Assessment of Deaf-Blind Children: The Callier-Azusa Scale

Robert D. Stillman

Assessment based on observation of spontaneous behavior gives the teacher, as the primary observer, direct responsibility in assessment. This scale is especially appropriate for low functioning deaf-blind children for whom other assessments are inappropriate. The areas which this scale evaluates are motor development, perceptual development, daily living, language development and socialization. The Callier-Azusa scale must be administered by people who are thoroughly familiar with the childs behavior. A child must be observed for at least two weeks before completing the scale. No specific testing expertise is required, other than good observational skills and a knowledge of the child's repertoire of behaviors.

January 1976. 64 pp. Stock No. 126 . . . .$3.25

AUDIO VISUAL MATERIALS

ANYONE CAN

TIME: 30 minutes
Color

Anyone Can is an excellent film on gross motor training. L.D. students with observable motor incoordination, directional confusion, and poor body images are led through a series of physical activities using ropes, balls, a stegel, and a trampoline. Success is assured through a supportive atmosphere and carefully sequenced steps. This is a well done film which illustrates the social and emotional benefits which can derive from a thoughtfully designed physical education program.

Publisher: CANHC Movie Distribution
P.O. Box 970
Lomita, CA 90717

Purchase: $240.00

Audience Appeal: Physical Education Teachers

BRIGHT BOY, BAD SCHOLAR

TIME: 30 minutes
Black & White

This film would be suitable as an introduction to learning disabilities. Using student examples, Sam Rabinovitch from Children's Hospital in Montreal illustrates learning problems ranging from spelling disabilities to auditory memory and sequencing difficulties. He also touches on the possible psychological implications.

Publisher: Contemporary Films, Inc.
267 W. 25th St.
New York, NY 10036

Purchase: $150.00
Rental: $15.00

Audience Appeal: Regular Xlassroom Teachers

COGNITIVE DEVELOPMENT

TIME: 18 minutes
Color

How do we come to know about the world? The film begins with a presentation of the cognitive-developmental viewpoint, as exemplified by the theoretical work of Jean Piaget. His work serves as a primary guide because of its thoroughness and because of its dominant influence on current ideas about cognitive development. In explaining cognitive growth, Piaget's theory relies heavily on both maturational and environmental factors. Using animation and imaginative special effects, the film presents a short overview of Piaget's proposed cognitive stages. Each stage is discussed in terms of some of the intellectual competencies that human beings are considered to develop from birth through adulthood.

Publisher: CRM Educational Films
Del Mar, CA 92014

Purchase: $150.00

Audience Appeal: All Teachers
Psychologists
Pre-School Teachers

EARLY RECOGNITION OF LEARNING DISABILITIES

TIME: 30 minutes
Color

Learning disabled children can be readily identified in classroom and playground situations. A cluster of significant characteristics serve as an Aid to Alert teachers and parents to the possibility of future learning problems if additional help is not provided to the child in the primary grades.

Publisher: National Audio-visual Center
General Services Administration
Washington, D.C. 20409

Purchase: $99.00

Audience Appeal: Parents
Regular Classroom Teachers (Primary)

EVERYBODY WINS

TIME: 30 minutes
Color

This film illustrates the development of some basic skills of ball handling, kicking, and running. Using groups of L.D. students, the instructor shows how a number of children can practice skills at one time with a minimum of competitive pressure. Growth in social skills and coordination were indicated as outcomes of this type of motor development program which builds on and reinforces prior skills. The film Anyone Can would be a good film to show in conjunction with this film.

Publisher: Bradley-Wright Films
309 No. Duane Ave.
San Gabriel, CA 91775

Purchase: $210.00
Rental: $25.00

Audience Appeal: All Elementary Teachers
Physical Education Teachers

IF A BOY CAN'T LEARN

TIME: 30 minutes
Color

This well done and current film traces the educational experiences of a student who enters senior high school with undiagnosed learning disabilities. A perceptive reading teacher refers the student to a diagnostic clinic. After a thorough evaluation, the clinic follows up with consulting services for the regular classroom teachers who are working with the student. The film stresses the boy's strengths, particularly outside the classroom, as well as dealing with his academic deficiencies. If A Boy Can't Learn would be a fine film for developing awareness and sensitivity.

Publisher: Lawrence Productions, Inc.
P.O. Box 1542
Burlingame, CA 94010

Purchase: $295.00

Audience Appeal: Secondary Teachers
Parents of Secondary Students with Learning Disabilities

AUDIO-VISUAL (continued)

INFORMATION PROCESSING

TIME: 30 minutes
Color

Information Processing provides a means of exploring language disorders in a sophisticated manner through observations at a cocktail party. Disorders of attention, memory, figure-ground and reception are presented through observation and discussion by David Steinberg.

Publisher: CRM Educational Films
Del Mar, CA 92014

Purchase: $395.00
Rental: $35.00

Audience Appeal: Secondary Teachers
Professionals after introduction to Language Disorders
Speech Therapists

JULIA

TIME: 10 minutes
Color

The film could be used in conjunction with a discussion of the importance of diagnosis and identification of the special child in the regular classroom Using Julia, a naturally quiet child, as an illustration, the film shows how a child can appear to have one kind of handicap when in actuality have another. Julia's teacher felt she was becoming more and more withdrawn and perhaps was retarded. After evaluating Julia it was found that she had a hearing impairment which was causing her behavior in the classroom.

Publisher: BFA Educational Media
2211 Michigan Avenue
P.O. Box 1795
Santa Monica, CA 90406

Purchase: $140.00

Audience Appeal: K-12 Teachers
Pre-School Teachers

NOT WITHOUT SIGHT

TIME: 19½ minutes
Color

Not Without Sight describes five major types of severe visual impairments, telling their causes and showing how persons with such visual impairments might function. Glaucoma, cataracts, macular degeneration, retinitis pigmentosa and diabetic retinopathy were the impairments described.

Publisher: American Foundation for the Blind
15 W. 16th St.
New York, N.Y. 10011

Purchase: $120.00

Audience Appeal: Teachers of Special Education
Parents of Handicapped College Students

SIT DOWN, SHUT UP OR GET OUT

TIME: 1 hour
Color

Chris is "DIFFERENT". He is extremely bright, an irritation to most of the faculty, and has an extremely poor peer relationship. Refusing to merely follow the system, he freely expresses himself and asks questions.

A mock trial results in Chris' receiving a poor report from school. His parents have taught him to "take the knocks: and support him but the reply Chris prepares is not submitted.

The film concludes with Chris asking himself, "Will it always be this way?"

Publisher: National Council of Churches
475 Riverside Drive
New York, N.Y. 10027

Cost: $500.00

Audience Appeal: Counselors

THOSE OTHER KIDS

TIME: 25 minutes
Color

Those Other Kids is a film that discusses a child's legal right to an education and due process. The film reviews important legislative action and the Pennsylvania and District of Columbia court cases. Although the film discusses the legal rights of all children, the focus is on the handicapped. The variety of special education programs and appropriate placement in these programs is discussed. This is a film for teachers, administrators, and other professional staffs. Previewing is recommended before use with a particular group.

Publisher: Department of Special Education/LRI
101 Pattee Hall
University of Minnesota
Minneapolis, Minnesota 55455

Purchase: $99.00

Audience Appeal: All Personnel
Administrators

FILMSTRIPS

APPROACHES TO LEARNING

TIME: 30 minutes each
Color

The basic purpose of the Approaches to Learning Filmstrip Series is to provide the educator with a brief, practical guide to methods, techniques and materials which can help children develop basic learning skills. Each filmstrip in the series focuses on one specific area of perceptual, motor, or cognitive skills considered to be important to success in reading, spelling, writing, mathematics and other academic subjects. This series includes 14 color filmstrips and cassette recordings.

Publisher: Teaching Resources Corporation
100 Boylston St.
Boston, Massachusetts 02116

Purchase: $238.00

Audience Appeal: Primary Teachers
Special Teachers

A WALK IN ANOTHER PAIR OF SHOES

Filmstrip and Cassette

TIME: 18½ minutes
Color

A Walk in Another Pair of Shoes is an audio-visual production designed to explain to other children some of the problems encountered by neurologically handicapped children. The emphasis is on how it feels to be handicapped and on how a normal child can be of assistance to a handicapped friend.

While it was written with the elementary school aged child in mind, it has been found to be of considerable interest to teachers, parents, pre-school mothers groups and other adults who work with handicapped children.

Publisher: CANHC
P.O. Box 604
Los Angeles, CA 90053

Purchase: $6.90

Audience Appeal: Elementary Teachers
Students, Grades 4-6
Junior High School Students

VIDEO TAPES

HEARING IMPAIRED UNIT XVIII

Video Tape

TIME: 36 minutes
Color

Suggestions on how to identify the child with a hearing impairment are reviewed. Specific suggestions are provided which will enhance the integration of such a student and assist the regular teacher in making the necessary educational modifications and adaptions.

Publisher: University of Northern Colorado Tapes
Greeley, CO 80639

Purchase: $130.00

Audience Appeal: Classroom Teachers
Integrating Aurally Handicapped

LIMITED INTELLECTUAL CAPACITY UNIT XIX

Video Tape

TIME: 35 minutes
Black & White

Unit XIX contains information related to characteristics of the child with limited intellectual capacity and techniques which can be used by the regular classroom teacher in dealing with these characteristics. Additional approaches presented in this lesson which may be helpful in working with this child in the regular class include prescriptive teaching, peer tutoring, and the use of aides. Also included are examples of specific materials which will help the regular class teacher adapt his instruction to a wide range of abilities.

Publisher: University of Northern Colorado Tapes
Greeley, CO 80639

Purchase: $130.00

Audience Appeal: Regular Classroom Teachers
Teachers of Special Education

VISUALLY IMPAIRED UNIT XVII

Video Tape

TIME: Under 30 minutes
Black & White

This unit demonstrated the variety of educational modifications and adaptations which are made when a student is enrolled in a regular classroom. The role of the resource/itinerant teacher is explained and specific suggestions regarding how to accommodate a child with a visual impairment are provided.

Publisher: University of Northern Colorado Tapes
Greeley, CO 80639

Purchase: $130.00

Audience Appeal: Teacher Integrating Visually Handicapped

LEARNING STYLES UNIT IX TIME: Under 30 minutes
Video Tape Color

The sensory modalities are explored as initial processes to stimulate experience and learning. Specific focus is on the modalities involved in most learning, the auditory, visual, and tactile-kinesthetic. Teacher attention is directed toward recognizing the child's strong input-output channels to facilitate learning. Assessment techniques are demonstrated as well as an educational programming based on assessment.

Publisher: Maryland State Department of Education
Division of Instructional Television

Audience Appeal: Classroom Teachers K-6

SLIDE AND TAPE PROGRAM

Equipment necessary for viewing is:
Synchronated-Audiotronic Tape recorder with
Kodak carousel 33MM projector

CHILDREN WITH LEARNING DISABILITIES - SET I TIME: 15 minutes
Color

This program presents an overview of the characteristics of students who have perceptual and/or communicative disorders. This presentation provides a review of characteristics in the areas of gross motor, language, auditory perceptual or visual perceptual disorders along with disorders in the academic areas. It lists programs offered in the Jefferson County Public Schools.

Publisher: Jefferson County Public Schools
C. Spearman, K. Schnurbusch, S. Jacobi,
Richard Cherry, Technical Assistant

Program can be rented from:

Special Education Resource Center
809 Quail St.
Lakewood, CO 80215

Audience Appeal: Parent Groups
Regular Classroom Teachers

EVALUATION

The evaluative data from any instructional workshop is very important! Responses, suggestions, recommendations, and discussion from trainers, and workshop participants are most helpful in planning for future training modules. Evaluations are valuable for the on-going implementation of improved training workshops.

Following are some samples of evaluations that have been found effective in the IDENTIFICATION, REFERRAL, AND ASSESSMENT component as a part of the total "Special Child" project.

EVALUATION

OBJECTIVES: Formal and informal assessment of the mildly handicapped in our classrooms relating behavioral and educational assessments with educational interventions.

To provide educators with approaches to behavioral remediation and intervention as approaches for management of the mildly handicapped.

	Very Helpful	Helpful	Not Helpful
Behavioral Intervention: Management in the Classroom			
"Tips for Teachers"			
Problem Solving			

As a result of this Inservice: **Please Check:**

Are you acquainted with some informal assessments?

________ yes

________ no

Please Check:

Were some behavioral approaches presented which would be useful to you?

________ yes

________ no

COMMENTS:

SAMPLE

EVALUATION

OBJECTIVES: Formal and informal assessment of the mildly handicapped in our classrooms relating educational assessments with educational interventions.

To provide educators with approaches to remediation and intervention as approaches for management of the mildly handicapped.

	Very Helpful	Helpful	Not Helpful
Readability			
Grouping			
Academic Assessment, Remediation, and Intervention			
Commercial Materials Exhibit			
"Tips for Teachers"			

As a result of this Inservice:

	Please Check:		Please Check:
Are you acquainted with some informal assessments?	____ yes ____ no	Did you learn some new academic remediation techniques?	____ yes ____ no
Were some academic interventions presented which would be useful to you?	____ yes ____ no		

COMMENTS:

EVALUATION

OBJECTIVES: Formal and informal assessment of the mildly handicapped in our classrooms relating educational assessments with educational interventions.

To provide educators with approaches to remediation and intervention as approaches for management of the mildly handicapped.

	Very Helpful	Helpful	Not Helpful
Inventory of Language Abilities			
Pupil Behavior Rating Scale			
Overview of Child Development			
Learning & Perceptual Problems in Children: Assessment & Remediation			
Teacher-Made Materials for "THE SPECIAL CHILD IN THE REGULAR CLASSROOM"			

As a result of this Inservice:	Please Check:		Please Check:
Are you acquainted with some informal assessments?	______ yes ______ no	Did you learn some new academic remediation techniques?	______ yes ______ no
Were some behavioral approaches presented which would be useful to you?	______ yes ______ no		

COMMENTS:

SAMPLE

Evaluation Report Form

Professional Growth Inservice

"Workshop in Identification, Referral, and Assessment of the Special Student"

A.M.	**Very Helpful**	**Helpful**	**Not Helpful**
Presentation by Workshop Speaker			
P.M.			
Panel Presentation			
Group Discussion			
Appropriateness for your area of exceptionality			
Contribution to your professional growth in terms of new information, skills and techniques			
Appropriateness of consultation you received			
Total evaluation of the inservice program			

Additional Suggestions:____

____

Do you know who I am?

You say, slow,
borderline, E.M.R., and such;
Then follow with retarded,
E.H., low, and incapable.

Continuing with
hyperactive, hypoactive,
disinterested, uncooperative,
unmotivated, aggressive, and a daydreamer,

Then you say, culturally deprived, a minority
economically deprived, coming from a broken home,
bilingual, monolingual . . . . .

Stop! I say, Stop!

You have classified, scrutinized,
systemized, computerized,
assessed, grouped, labeled,
programmed, arranged, and placed.

Stop! I say, Stop!

I am a person!
With dignity, worth, and feeling,
not to be molded and fitted to a label,
but to be respected and treated as an individual . . . .

An individual who has strengths and weaknesses,
and, like all other students, a person who can learn.

Joseph Lasky